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ABSTRACT

The handbook is designed to guide coordinators of cooperative vocational education programs who will be able to relate the material to their fields of specialization. Chapter 1 introduces cooperative vocational education, general and specific objectives, definitions of areas related to cooperative education, and discusses part G of the 1968 Vocational Amendments. Chapter 2 describes the role of the cooperative teacher-coordinator and the responsibilities of the total job. Chapter 3 discusses instruction in cooperative vocational education and critical tasks related to teaching. Chapter 4 focuses on guidance and placement. Chapter 5 concentrates on coordination activities and community involvement. Chapter 6 outlines public relations activities, and chapter 7 is devoted to the organization and responsibilities of advisory committees. Chapter 8 examines youth organizations and their objectives. Chapter 9 studies the relationship of adult education to cooperative education, program and curriculum development in this area, promotion methods, and evaluation. Chapter 10 concludes with an outlook on providing for research in cooperative vocational education. References are found at the end of each chapter. Appendixes present sample forms and a checklist of program evaluation criteria. (JB)

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PREFACE

Many types of cooperative plans for vocational education have been in both secondary and post-secondary curriculums for many years; however, many of these programs were somewhat limited by the age of the student-learners, grade classifications, occupational choices and other restrictions.

The Vocational Education Ammendments of 1968 opened up a whole new concept for cooperative Vocational Education. Part G of the Act makes broad provisions for students in grades 8 through 12 in occupational explorations orientation, in simulated work experiences, and in actual work experience opportunities.

This handbook serves to guide coordinators of Cooperative Vocational Education Programs. Most of the information included in the book is common to all Vocational Education Programs that have an application for a cooperative plan. The coordinator using the book will have to relate it to his own field of specialization. The book includes:

(1) An Introduction to cooperative Vocational Education
(2) A Description of The Cooperative Teacher-Coordinator and the responsibilities of the total job.
(3) Teaching
(4) Guidance
(5) Coordination
(6) Public Relations
(7) Operation and Administration Functions of the Coordinator of a Cooperative Vocational Education Program.

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CHAPTER I

INTRODUCTION

COOPERATIVE VOCATIONAL EDUCATION DEFINED

Inasmuch as there are several types and many forms of cooperative education and the term means many different things to people, it seems essential to good communication that cooperative vocational education be defined here as it will be used in this publication. Much misunderstanding will be averted if readers are able to identify the various types of "education and work" programs and if they understand the definition of cooperative vocational education that appears in the Vocational Education Amendments of 1968.

Definition of Cooperative Vocational Education

Cooperative vocational education is defined in Part G of the Vocational Education Amendments of 1968 as follows:

> "...a program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks, or other period of time in fulfilling the cooperative work-study (vocational education) program."[1]

The attention of educational administrators and vocational educators is called to the fact that the definition is given for purposes of Part G, and that this is the only definition of cooperative vocational education in the Act per se.

It should be clearly understood that the regularly reimbursed cooperative vocational education programs will be funded under Part B and G and the definition of cooperative vocational education in the regulations for State Plan Programs.[2]

Definition of Cooperative Vocational Education

1. Cooperative education is an arrangement for bringing relevancy to formal instruction through alternating employment in the community with classroom instruction. The term encompasses plans employing a wide variety of practices, policies and procedures.

2. The legal definition of cooperative vocational education contains the minimal requirements for reimbursement for this type of education which equals or exceeds the Federal requirements.

3. The legal definition contains three criteria for cooperative vocational education: (1) students must receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field. (2) these two experiences must be planned and supervised by the school and employer so that each contributes to the student's education and to his employability, and (3) work periods and school attendance may be on alternate half-days, full days, weeks or other periods of time.

4. Cooperative vocational education may be funded under two parts of the Amendments of 1968: Part B - State Vocational Education Programs, and Part G - Cooperative Vocational Education Programs. The purpose of Part G is to aid the states in expanding cooperative vocational education to include students in areas with high rates of school dropouts and youth unemployment.

5. Since there are alternative objectives for local cooperative vocational education, some of which may conflict in program operation, choices should be made during the planning stage.

6. In selecting program objectives, local planners should be fully aware of the vocational attitudes of prospective students and the range of student attitudes toward school.

7. Vocational planners are strongly encouraged to heed the needs of special groups of students such as those with academic, cultural, and other handicaps.

PHILOSOPHY

Each student has the right and duty to prepare himself for a contributing role in his society. The School is an agent in American Society to aid, encourage, and direct students in the selection of their roles and to help prepare each student for his role in society. Each student is recognized as a physical, emotional, social, and mental individual.

The first responsibility of the school is the self-concept of the student. Each student must recognize that he is a worthwhile individual with his own strengths and weaknesses. He must be guided to respect the uniqueness and value of others. The student is to be guided into those vocations and avocations which are consistent with his own individuality.

Each student must be provided with the training and experiences necessary to have a reasonable understanding of our society. Our society is a highly mobile, technological society. To live in a changing democratic society, the student must be able to make choices. The ability of the student to make such choices depends upon his knowledge of factual material and upon his own personal morals. Each of these areas lie within the framework of the responsibility of the School.

Due to our changing society, each student will likely change his vocation numerous times during his productive life whether he is a college graduate or not. Therefore, each student should be taught the basic structure of knowledge as contrasted to isolated fact. Each student should be provided opportunity to

solve problems based upon the total structure of knowledge. Furthermore, the more immediate factual needs of each student must be met. These needs will include preparation for college.

GENERAL OBJECTIVES

A. To utilize the concrete experiences of the vocational laboratory and the work setting in teaching needed academic skills are needed to acquire a higher level vocational skill. The new program calls for the existing vocational teachers within a school agriculture, home economics, industrial arts, business education and selected academic teachers to interlock and coordinate their curriculum so as to make it meaningful to the student. It is believed that the concrete experiences of the vocational laboratory and of the work setting offer a basis for enabling potential school dropouts to acquire certain needed academic skills that they have failed to learn in a strict abstract oriented school structure.

B. To provide students an opportunity to test themselves out in different work roles. Most potential dropouts, due to their environmental orientation, are illiterate toward the world of work. Thus one objective of this program will be to bridge that gap.

C. To create on the part of the student a more positive attitude toward himself, school, work, and others. The central thrust of the new work experience program will be to structure the school environment so that the student succeeds in all aspects. Rather than establishing experiences that are going to insure that he fails, the effort is in reverse to this and one of establishing experiences in which he can succeed. This calls for the establishment of a new set of standards for these students.

SPECIFIC OBJECTIVES

1. To utilize the facilities of the school, businesses, and industries of the community to give needed occupational orientation and work experiences to all students including the mentally, physically, culturally and emotionally disadvantaged or handicapped students from grades 8 through 12.

2. To coordinate the transition between school and employment through enabling the student to continue school and at the same time receive training and supervised work experience under actual employment conditions.

3. To provide a variety of occupational choices for the students by means of offering greater opportunities to explore and pursue their interests and aptitudes.

4. To create a normal, healthy, and sincere attitude on the part of students toward work.

5. To structure the school environment so that the student succeeds in all aspects in accordance with his capabilities.

6. To enable those students 16 years of age or over to acquire employable skills so that they can enter an occupation upon leaving high school, confident in their ability to attain economic security.

7. To prepare students to participate efficiently as contributing members of an organized club or civic group.

ADVANTAGES OF COOPERATIVE VOCATIONAL EDUCATION[3]

1. Cooperative vocational education probably provides the most relevant curriculum and instruction for student's with vocational goals because it is designed to respond to student's needs and occupational requirements.

2. Cooperative vocational education provides for application of most vocational learnings because there is almost immediate opportunity for try-out in real-life situations.

3. Cooperative vocational education provides balanced vocational preparation including manipulative and technical skills. It is sensitive to occupational adjustment and career development needs because of the continuous feed-back from training sponsors and others.

4. Cooperative vocational education is well-equipped to prepare students with wide variances in abilities for a broad range of occupational fields. Its only limitation is the number of potential training stations available in an occupational field.

5. Training more students than can be employed does not occur in cooperative vocational education because participation is limited to students who can be placed in cooperating training stations. There are other manpower control features such as the occupational survey and advisory committee.

6. Class community relations is a necessity in cooperative vocational education because of its dependence on the community for job placement and on-the-job instruction.

GREATER RELEVANCE OF CURRICULUM AND INSTRUCTION[4]

Without doubt, the greatest current concern about education in general is the relevance of curriculum and instruction to the needs and interests of present-day youth. Cooperative vocational education has some built-in features that almost insure relevant instruction when properly used. A few of the more salient points relating to cooperative education are given on the next page. In relating these claims, the assumption is made that the definition of cooperative vocational education found in the 1968 Act holds.

1. Students are placed on jobs that are in harmony with their abilities and interests.

2. Each student follows a plan of on-the-job experi-

ences which is based on occupational requirements and individual student needs.

3. Students have the opportunity to learn skills on real jobs under actual working conditions.

4. Classroom instruction, on-the-job training, and student club activities are articulated in the development of clearly identified competencies.

5. Students have an active role in the choice of content and methods because of their unique experiences which incite them to seek education for their developing personal needs.

6. The teacher is not the sole authority. His teachings are supplemented with the practices and ideas of employers and employees of the occupational environment.

7. Students can better evaluate the contribution of general and vocational education in terms of their own needs and aspirations.

8. Students are able to identify with the world of work in a meaningful way.

9. Students encounter daily situations in an adult environment which cause them to examine their values and reappraise their potential in occupational and social situations.

10. Students receive the guidance of trained teacher-coordinators who have been "through the mill" in the occupational field when making vital vocational decisions.

11. Students make the transition from school to work gradually under the skilled guidance of a teacher-coordinator, giving them time to comprehend the significance of the learning situation and the world of work.

12. Students receive direct on-the-job contact with professionals whose responsibility it is to stay up-to-date in their profession.

13. Curriculum revision is more rapidly reflective of current occupational requirements.

14. Cooperative vocational education enables the student to relate education to his occupational interests at a period of life when it is natural for him to look outside the school for learning and earning.

15. Cooperative education may provide the most influential means of coordinating the home, the school, and the world of work in behalf of the student.

BETTER APPLICATION OF LEARNING[5]

One of the most visible values of cooperative vocational education is the opportunity for better application of classroom learning to a real-life test. This value is particularly important in the development of the capabilities needed for good occupational adjustment. Simulated occupational environments rarely provide a laboratory of real-life employers and employees and seldom one with real-life customers or clients. Occupations vary widely in their reliance on job experience for learning the required technical competencies. Evidence concerning the better application of learning in cooperative vocational education follows:

1. Students are able almost immediately to meet their occupational learning voluntarily and indepentently in a real-life situation.

2. The job usually functions as a learning laboratory in which structured assignments that do not interfere with production are carried out on the job. When they do interfere, arrangements may be made for special instruction outside of working hours.

3. Students apply their learning in a variety of job situations and return to the classroom for analysis and group discussions. Thus, they understand better and appreciate the difference in practices among employing organizations. Such variances in applications would not be possible in almost any simulated environment.

4. Students acquire a better understanding of problem-solving and the scientific method. Problems arise on the job or in school; they are identified; they are investigated. Alternatives are explored and some are chosen. They are tried out on the job and observations are made. The action succeeds or fails and the cycle is dropped or repeated.

5. Well chosen training stations become rich learning resources and usually furnish more valid information than is available to learners through other means. Carefully prepared on-the-job training sponsors take a personal interest in the student's development and function as excellent laboratory instructors.

6. Under guided experiences on their jobs, and sometimes in unplanned situations, students are led to appreciate the values of general education.

7. The total physical and psychological job environment adds materially to the laboratory and teaching facilities available.

8. Frequent periodic applications of classroom learning to an employment situation remove artificial barriers to learning.

IMPROVED BALANCE IN VOCATIONAL CAPABILITIES[6]

Vocational education has done a very commendable job of developing technical skills and knowledge in the traditional vocational fields. The same cannot be said of occupational adjustment and career development; studies show that a major portion of jobs are lost for reasons other than incompetency in the technical skills and also that occupational tenure among vocational education graduates leaves much to be desired. Many vocational educators attribute this phenomenon to an in-

adequate training environment in the traditional vocational education setting. A few cogent points regarding balanced vocational capabilities follow.

1. Properly designed occupational experience provide opportunities for exploration of the three major vocational capability areas, (1) technical, (2) occupational adjustment, and (3) career development, through the employing organization's physical facilities and its human environment.

2. First-hand guidance information is available for the asking at the job training site. Chances are that, when properly solicited, such information will be more complete and accurate than could normally be communicated because of the bond between the student and the employing firm or organization.

3. Teacher-coordinators are likely to be more sensitive to the need for balanced instructional content than other vocational teachers because of the continuous feedback from training sponsors and other employees on the behavior of the student.

4. Continuous dialogue among the coordinator, the employer and the student provides ample opportunities for a balanced view point in formulating the student's individual curriculum.

5. The coordinator's regular contacts with employers, employees, and the student facilitate helping the student personally bridge the generation gap as well as master the technical capabilities.

6. As wage earners, students develop an appreciation and respect for work and are aided in obtaining worthwhile jobs.

7. Students are able to observe and assess the importance of personal traits so necessary for employment: punctuality, dress, regular attendance, and responsibility for completing assigned tasks.

8. Cooperative vocational education provides many students with their most useful contacts with society outside the home.

9. Cooperative vocational education helps students clarify relationships between education and employment and earnings.

10. Cooperative vocational education adds breadth and depth of meaning to the student's studies.

11. Work periods offer opportunities for independent exploration of an environment providing for new knowledge, practices, and experiences.

EXTENSION OF TRAINING TO ADDITIONAL OCCUPATIONS AND STUDENTS[7]

Even with programed instruction and computerized practices, the schools cannot provide adequately in the school alone for the multitude of occupations which compose our labor force. Even if the technical training could be automated, it would not be possible to provide training in the personal and social capabilities needed in large numbers of behavioral-science-based occupations. In many occupations, however, cooperative vocational education can furnish the essential elements that complement classroom work and provide a reasonable training program. Some of the most prevalent points relating to this value of cooperative education are as follows:

1. Cooperative education is well-equipped to prepare students for new and emerging careers with some assurance that they will be gainfully employed.

2. Cooperative vocational education is relatively well-equipped to accommodate students of wide range of ability as compared to vocational education offered without occupational experience.

3. Cooperative vocational education is better equipped to provide for the needs of occupations which draw on more than one discipline than is vocational education which is limited to classroom instruction.

4. In these times of rising costs, educational institutions can utilize their staff and facilities much more effective by shifting part of the costs of education to the employing community. This enables the school to provide for the expansion of occupational training.

5. Cooperative vocational education is a significant means of aiding low-income students.

6. Cooperative vocational education enables some students to stay in school who otherwise would drop out to seek employment.

DEFINITIONS RELATING TO COOPERATIVE EDUCATION[8]

The following definitions will help to clarify the meaning of terms relating to cooperative education:

Agriculture Education
The study of farming, other scientific Agricultural Occupations, or any occupation involving knowledge and skills in agricultural subjects.

Agriculture Occupations
Those occupations involving knowledge and skills in agricultural subjects and includes the functions of producing, processing and distributing agricultural products, and services related thereto.

Advisory Committee
A group of persons, usually outside the educational profession, selected for the purpose of offering advice and counsel to the school regarding the vocational education program. Members are representatives of the people who are in-

terested in the activities with which the vocational program is concerned.

Control Class
A class limited to cooperative vocational education students in which they receive instruction that is related to their training station learning experience and career objectives.

Cooperative Plan
An organizational pattern for preparatory instruction which involves regularly scheduled part-time employment that gives students an opportunity to experience theory in practice while developing and refining their occupational competencies through supervised learning experiences at training stations.

Cooperative Vocational Education
A cooperative program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by the alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative vocational education program.

Coordination
The process of integrating into a harmonious relationship the administrative, organizational, and instructional activities of the vocational program and direing them toward a common purpose.

Craft Advisory Committee
A group of local craftsmen, selected from a specific trade or occupation, appointed to advise the school on matters pertaining to teaching the particular occupation. Generally, the committee should include an equal number of representatives of labor and management.

Distributive Education
Distributive education is a program of instruction in the field of distribution and marketing and is designed to prepare individuals to enter, to progress, or to improve competencies in distributive occupations. Emphasis is on the development of attitudes, skills, and understanding related to marketing, merchandising, and management.

Distributive Occupations
A distributive occupation is one that includes proprietors, managers, or employees engaged primarily in marketing or merchandising goods or services. These occupations are commonly found in various business establishments such as retailing, wholesaling, manufacturing, storing, transporting, financing, and risk bearing.

Diversified Occupations Program
A high school course in which students are given supervised work experience in any one of a variety of occupations, combined with related classroom instruction. This type of program is suited especially to communities where the need for workers is too limited to justify separate courses for each occupation. This program is usually under the direction of the trade and industrial education division and supervised by a teacher-coordinator.

Exemption Certificate
A certificate issued by the United States Department of Labor which permits a student-learner to be employed at less than the minimum wage, so long as he remains a student-learner in the Part-time Cooperative Vocational Education Program.

Hazard (Occupational)
Any factor or phase of an occupation which may be dangerous to the student-learner's well being.

Hazard Occupation
Any and all of those occupations which the United States Department of Labor has ruled are too dangerous for workers under 18 years of age. This ruling makes such employment illegal and subjects employers to severe penalties in the event of violations. Only affects companies engaged in interstate commerce.

Health Education
Health education is an instructional program which ppares persons for occupations that render health services directly to patients to provide planned instructional experience in appropriate clinical situations.

Health Occupations
Health occupations are those occupations which provide diagnostic, therapeutic, preventive, restorative, and rehabilitative services to people.

Home Economics Education
Education for homemaking which prepares to proficiency in carrying out responsibilities of home and family life and provides the basic knowledge and skills for occupational fields.

Technical Education
Technical education is concerned with a body of knowledge organized in a planned sequence of classroom and laboratory experiences for a highly technical occupation.

Technical Occupations
Technical occupations are those occupations which include the following functions: Designing, developing, testing, modifying of products and processes, production planning, writing reports, preparing estimates; analyzing and diagosing technical problems that involve independent decisions.

Training Agreement
A form prepared by the teacher-coordinator

indicating the period of training, hours of work, salary, and other pertinent facts and information necessary to assure basic understanding of the student's position as a student-learner in the cooperative education program; may be signed by teacher-coordinator, employer, student, and parents.

Training Plan
A written plan of experiences indicating what is to be learned by a specific student and whether it is to be taught in the classroom (group or individual instruction) and at the training station. The plan is derived from a realistic analysis of the tasks, duties, responsibilities, and occupational objectives of the student-learner.

Training Sponsor
The individual who is directly responsible for the student's learning activities at the training station. The training sponsor may be the owner or manager of the business, or an employee appointed by management.

Training Station
The establishment where the student receives supervised learning experiences related to his occupational objective through part-time employment.

Work Experience
Employment undertaken by a student while attending school. The job may be designed to provide practical experience of a general character in the work-a-day world.

Work Experience Education
Employment undertaken as part of the requirements of a school and designed to provide planned experiences, in the chosen occupation, which are supervised by a teacher-coordinator and the employer.

Work Study Program
Administered by the local educational agency and made reasonably (to the extent of available funds) to all eligible youths in the area served by such agency. Employment under the program may be for the local educational agency or some other public agency or institution and will be furnished only to students who (a) have been accepted for enrollment as full-time students in an approved vocational education program, (b) need earnings to continue their vocational education, and (c) are at least 15 and less than 21 years of age. No student shall be employed under the program more than 15 hours in any class week or paid more than $45 in any month or $350 in any academic year, except in special cases.

Definitions of disadvantaged and handicapped given below are to establish unique needs, rather than for labeling purposes.

PHYSICALLY HANDICAPPED

Any student that has a physical handicap that prevents him from succeeding in the regular vocational program without special attention or special modification in the program would be classified as a Special Needs Student. Students would be identified by local school people and referred to Vocational Rehabilitation for evaluation.

EMOTIONALLY HANDICAPPED

Any student whose emotional stability is such that he would need special attention beyond that normally given to the regular vocational student in order to succeed in a vocational program should be classified as disadvantaged.

SLOW LEARNERS AND EDUCATIONALLY DEPRIVED

Any student who is currently two or more grade levels below his expected grade level by either actual grade placement or as measured by standardized achievement tests should be classified as disadvantaged. These students would be evaluated and identified by the high school counselor.

SOCIO-ECONOMICALLY DEPRIVED

Any student whose family income is less than $1,200 per family member and whose total family income is less than $5,000 would be classified as disadvantaged. It is conceivable that in some instances such individuals may be handicapped only by a lack of financial resources needed to maintain himself while he persues an occupational skill. In such a case, the vocational curriculum would not have to be changed for him. Vocational education special assistance would be one of helping him obtain resources financially necessary for completing a vocational program. It is proposed that he still be classified as a disadvantaged student. Although, in other aspects he may be an exception to those being referred to in the remainder of this statement.

A CHRONOLOGICAL HISTORY OF COOPERATIVE EDUCATION AND FEDERAL LEGISLATION AFFECTING COOPERATIVE EDUCATION

1906 Cooperative education inaugurated at the University of Cincinnati by Dean Herman Schneider. The first program in engineering was a combination of work and study as integral parts of the educative process.

1909 High school program of work experience education established at Fitchburg, Massachusetts, in cooperation with the General Electric Company.

1910 High school cooperative courses established in the Cincinnati, Ohio public schools.

1911 Experimental high school cooperative program established at York, Pennsylvania

1912 First retail cooperative training program in Boston, Massachusetts high schools organized by Mrs. Lucinda Wyman Prince.

1914 High school cooperative instruction established at Dayton Cooperative High School, Dayton, Ohio.

1915 High school cooperative programs established in ten New York City schools.

1917 Passage of Smith-Hughes Act, Public Law 347, 64th Congress. Approved February 23, 1917, a month and a half before U.S. entered World War I. Provided approximately $7 million annually, as a permanent appropriation for vocational education in agriculture, trades and industry, home economics, and teacher training. The Federal Board of Vocational Education recognized cooperative courses and encouraged schools to establish these courses.

1921 College plan of alternating study and work periods adopted by Antioch College, Yellow Springs, Ohio. This plan is currently in use at over 75 colleges.

1929 Passage of George-Reed Act, Public Law 702, 70th Congress. Approved February 5, 1929. A temporary measure that authorized increase of $1 million annually for four years (1930-1934) to expand vocational education in agriculture and home economics.

1931 Modification of policy for part-time cooperative courses by the Federal Board for Vocational Education.

1933 Conference at Biloxi, Mississippi arranged by C. E. Rakestraw. From this conference, plans were developed for expanding part-time cooperative education programs.

1934 Passage of George-Ellzey Act, Public Law 247, 73rd Congress. Replaced the George Reed Act of 1929. Approved May 21, 1934. Authorized an appropriation of $3 million annually for three years, to be apportioned equally for training in agriculture, home economics, and trades and industry.

1936 Passage of George-Deen Act, Public Law 673, 74th Congress. Approved June 8, 1936. Authorized on a continuing basis annual appropriation of approximately $14 million for vocational education in agriculture, home economics, trades and industry, and for the first time, distributive occupations.

1946 Passage of George-Barden Act, Public Law 586, 79th Congress. Amended and superseded the George-Deen Act of 1936. Approved August 1, 1946. Authorized larger appropriation for vocational education than the superseded George-Deen Act of 1936, from $14 million to $29 million annually. Extended provisions of the Smith-Hughes Act and authorized increased annual appropriations to the States. Funds for vocational education were authorized for agriculture, home economics, trades and industry, and distributive occupations.

1957 Conference on Cooperative Education and the Impending Educational Crisis held at Dayton, Ohio, on May 23 and 24. Conference was sponsored by the Thomas Alva Edison Foundation.

1963 Passage of Vocational Education Act, Public Law 88-210, 88th Congress. The central purposes of the Act are as follows[9]

1. To assist states to maintain, extend, and improve existing programs of vocational education.
2. To develop new programs of vocational education.
3. To provide part-time employment for youths who need such employment in order to continue their vocational training on a full-time basis.
4. To provide instruction so that persons of all ages in all communities will have ready access to vocational training or retraining which is of high quality, realistic in relation to employment, and suited to the needs, interests, and ability of the persons concerned. Such persons were identified: (a) those in high school, (b) those who have completed or discontinued formal education.

1968 VOCATIONAL AMENDMENTS[10]

"PART G - COOPERATIVE VOCATIONAL EDUCATION PROGRAMS

"FINDINGS AND PURPOSE"

"SEC. 171. The Congress finds that cooperative work-study programs offer many advantages in preparing young people for employment. Through such programs, a meaningful work experience is combined with formal education enabling students to acquire knowledge, skills, and appropriate attitudes. Such programs remove the artificial barriers which separate work and education and, by involving educators with employers, create interaction whereby the needs and problems of both are made known. Such interaction makes it possible for occupational curricula to be revised to reflect current needs in various occupations. It is the purpose of this part to assist the State to expand cooperative work-study programs by providing financial assistance for personnel to coordinate such programs, and to provide instruction related to the work experience; to reimburse employers when necessary for certain added costs incurred in providing on-the-job training through work experience;

and to pay costs for certain services, such as transportation of students or other unusual costs that the individual students may not reasonably be expected to assume while pursuing a cooperative work-study program.

"AUTHORIZATIONS AND ALLOTMENTS"

"SEC. 172. (a) There is authorized to be appropriated for the fiscal year ending June 30, 1969, $20,000,000, for the fiscal year ending June 30, 1970, $35,000,000, for the fiscal year ending June 30, 1971, $50,000,000, and for the fiscal year ending June 30, 1972, $75,000,000, for making grants to the States for programs of vocational education designed to prepare students for employment through cooperative work-study arrangements.

"(b) (1) From the sums appropriated pursuant to this section for each fiscal year, the Commissioner shall reserve such amount, but not in excess of 3 per centum thereof, as he may determine, and shall apportion such amount among Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific Islands, according to their respective needs for assistance under this section. From the remainder of such sums the Commissioner shall allocate to each State an amount which bears the same ratio to any residue of such remainder as the population aged fifteen to nineteen, both inclusive, in the State bears to the population of such ages in all the States. For purposes of the preceding sentence, the term "State" does not include the areas referred to in the first sentence of this paragraph.

"(2) The amount of any State's allotment under this section for any fiscal year which the Commissioner determines will not be required for such fiscal year for carrying out the part of the State's plan approved under section 173 shall be available for reallotment from time to time, on such dates during such year as the Commissioner may fix, and on the basis of such factors as he determines to be equitable and reasonable, to other States which as determined by the Commissioner are able to use without delay any amounts so reallotted for the purpose set forth in section 173. Any amount reallotted to a State under this paragraph during such year shall be deemed part of its allotment for such year.

"(3) The population of particular age groups of a State or of all the States shall be determined by the Commissioner on the basis of the latest available estimates furnished by the Department of Commerce.

"PLAN REQUIREMENT"

"SEC. 173. (a) A State, in order to participate in the program authorized by this part, shall submit, as part of its State plan, to the Commissioner, through its State board, a plan which shall set forth policies and procedures to be used by the State board in establishing cooperative work-study programs through local educational agencies with participation of public and private employers. Such policies and procedures must give assurance that-

"(1) funds will be used only for developing and operating cooperative work-study programs as defined in section 175 which provide training opportunities that may not otherwise be available and which are designed to serve persons who can benefit from such programs;

"(2) necessary procedures are established for cooperation with employment agencies, labor groups, employers, and other community agencies in identifying suitable jobs for persons who enroll in cooperative work-study programs;

"(3) provision is made for reimbursement of added costs to employers for on-the-job training of students enrolled in cooperative programs, provided such on-the-job training is related to existing carrier opportunities susceptible of promotion and advancement and does not displace other workers who perform such work;

"(4) ancillary services and activities to assure quality in cooperative work-study programs are provided for, such as preservice and in-service training for teacher coordinators, supervision, curriculum materials, and evaluation;

"(5) priority for funding cooperative work-study programs through local educational agencies, is given to areas that have high rates of school dropouts and youth unemployment;

"(6) to the extent consistent with the number of students enrolled in nonprofit private schools in the area to be served, whose educational needs are of the type which the program or project involved is to meet, provision has been made for the participation of such students;

"(7) Federal funds made available under this part will not be commingled with State or local funds; and

"(8) such accounting, evaluation, and follow-up procedures as the Commissioner deems necessary will be provided.

"(b) The Commissioner shall approve such part of its State plan which fulfills the conditions specified above, and the provisions of part B (relating to the disapproval of State plans) shall apply to this section.

"USE OF FUNDS"

"SEC. 174. Funds allocated under this part for cooperative work-study programs shall be available for paying all or part of the State's expenditures under its State plan for this part for any fiscal year, but not in excess of its allotment under section 172.

"DEFINITION"

"SEC. 175. For purposes of this part, the term 'cooperative work-study program' means a program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendence may be on alternate half-days, full-days, weeks, or other periods of time in fulfilling the cooperative work-study program.

Vocation Education Amendments of 1968[11]

Comparative Analysis of Cooperative Education Programs And Work-Study Program

Part B	Part G	Part H
State Vocational Education Programs	**Cooperative Vocational Education Programs**	**Work-Study Programs for Vocational Education Students**
1. Money appropriated under Part B and allotted to the states may be expended for cooperative education programs	1. Money appropriated under Part G and allotted to the States shall be expended for developing new programs of cooperative education	1. Money appropriated under Part H and allotted to the States shall be expended for work-study programs
2. Purpose * To provide on-the-job work experience related to the student's course of study and chosen occupation	2. Purpose * To provide on-the-job work experience related to the student's course of study and chosen occupation	2. Purpose * To provide financial assistance to students who are in need of earnings from employment to commence or continue their vocational education program
3. Students Served * Individuals who desire and need such education and training in all communities of the State	3. Students Served * Individuals who desire and need such education and training in all communities of the State * Priority is given to areas of high rates of school dropouts and youth unemployment	3. Students Served * Economically disadvantaged full-time vocational education students

Part B State Vocational Education Programs	Part G Cooperative Vocational Education Programs	Part H Work-Study Programs for Vocational Education Students
4. Uses of Funds * Program operation and ancillary services	4. Uses of Funds * Programs operation and ancillary services * Reimbursement of added training cost to employers, when necessary * Payment for certain services or unusual costs to students while in cooperative training	4. Uses of Funds * Compensation of students employed * Development and administration of program
5. Federal Portion of Support * Based upon Statewide matching (50/50) for all basic grant vocational education programs. Application of State criteria for allocation of funds determines level of assistance	5. Federal Portion of Support * All or part (100%)	5. Federal Portion of Support * 80%
6. Instruction * In-school vocational instruction related to occupational field and training job	6. Instruction * In-school vocational instruction related to occupational field and training job	6. Instruction * In-school vocational instruction not necessarily related to the job
7. Work Periods * Alternate half days, full days, weeks, or other periods of time. (Number of hours of work generally equal the number of hours spent in school)	7. Work Periods * Alternate half days, full days, Weeks, or other periods of time. (Number of hours of work need not equal the number of hours spent in school)	7. Work Periods * Maximum of 15 hours per week while attending school

Part B

State Vocational Education Programs

8. Wage Payments
   * Regular wages established for the occupational field
   * Usually at least minimum wage or student-learner rate established by Department of Labor
   * Wages paid by employer

9. Age Limitations
   * Minimum age 14 as per Child Labor Laws

10. Eligible Employers
   * Public or private

11. Administration
   * Administered by the State or local educational agencies under supervision of the State Board for Vocational Education in accordance with State Plan provisions

Part G

Cooperative Vocational Education Programs

8. Wage Payments
   * Regular wages established for the occupational field
   * Usually at least minimum wage or student-learner rate established by Department of Labor
   * Wages paid by employer

9. Age Limitations
   * Minimum age 14 as per Child Labor Laws

10. Eligible Employers
   * Public or private

11. Administration
   * Administered by the State or local educational agencies under supervision of the State Board for Vocational Education in accordance with State Plan provisions

Part H

Work-Study Programs for Vocational Education Students

8. Wage Payments
   * $45 per month, $350 per academic year or in certain cases $60 per month, $500 per academic year
   * Public funds are used for compensation

9. Age Limitations
   * 15 through 20 years of age

10. Eligible Employers
   * Limited to public, non-profit employers

11. Administration
   * Administered by the State or local educational agencies under supervision of the State Board for Vocational Education in accordance with State Plan provisions

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Work Experience Education
Development Branch
DVTE/BAVLP/USOE
6/69

REFERENCES

[1]There is an inconsistency in the terminology in the Act in that Part G is titled "Cooperative Vocational Education Program" and the definition in Section 175 refers to "cooperative work-study programs." It was decided by the task force that the term "work-study" should be dropped and the term "cooperative vocational education" be used in order to avoid confusion between the programs described in Part G and "Part H - Work-Study Programs for Vocational Education Students."

[2]U.S. Office of Education, Bureau of Adult, Vocational & Library Programs, Vocational Education Amendments of 1968 Regulations for State Plan Programs, April, 1969, 142 p. Cooperative Vocational Education is defined in Sec. 102.3(g) in the same words as Part G.

[3]University of Minnesota, *A Guide For Cooperative Vocational Education*, Division of Vocational and Technical Education, Minneapolis, Minnesota, 1969, p.2.

[4]Ibid., p.2.

[5]Ibid, p.3.

[6]Ibid., p.4.

[7]Ibid., p.5.

[8]State Department of Education, *Handbook for Administrators and Coordinators of Cooperative Education*, Department of Vocational Education, Charleston, West Virginia, 1972, p.60.

[9]*Vocational Education*, The Sixty-fourth Yearbook of the National Society for the Study of Education, Part I, Chicago: The National Society for the Study of Education (5835 Kimbark Avenue, Chicago, Illinois, 60637), p.200.

[10]Public Law 90-576, 90th Congress, H. R. 18366, October 16, 1968.

[11]*op. cit.* University of Minnesota, p.10.

CHAPTER II

THE COOPERATIVE TEACHER-COORDINATOR

The Cooperative teacher-coordinator is usually a regular member of the school staff and is responsible for operating and administering the cooperative program. The coordinator must teach in the classroom as well as coordinate the cooperative student's activities. He is responsible for planning the classroom instruction for cooperative students. His position is similar to that of training director in business, since he assists the student in finding jobs and provides counseling for his problems. The coordinator should be able to illustrate his planned activities for the working relationship between school and business. He should also be able to relate the two educational situations toward developing individuals for careers in occupations for which they are both interested and suited.

QUALIFICATIONS

In order to qualify adequately for the challenging position of a cooperative teacher-coordinator, the following attributes are necessary:

The ability to work with people and strive toward a given goal.

A natural interest in and desires to give guidance to young people.

The ability to give group and individualized instruction on the secondary level.

The willingness to carry out school policy effectively.

The ability to represent the school effectively in contracts made with the community.

The ability to gain the confidence of the business and school communities.

The ability to represent vocational education as part of the total education offered to the businessmen of a community.

An active interest in personal, professional improvement.

The ability and desire to follow instructions carefully and promptly.

A thorough educational preparation for teaching in this field.

RESPONSIBILITIES OF THE TOTAL JOB

To The Cooperative Student

To give essential information about occupations.

To know that a student is sincere and really wants to follow occupation as a career.

To assist in arranging schedule of general courses.

To aid each student in the personality adjustment necessary to get along with others, and to follow directions.

To see that adequate facilities and instructional materials are accessible to students.

To establish effective placement and follow-up plan

To keep informed about the students' economic, social, and scholastic backgrounds.

To prepare a training plan for each student in cooperation with the employer.

To make proper placement and supervise students while in training.

To prevent exploitation of students on the job and in school.

To build and maintain student moral and proper cooperative attitude.

To Parents

To maintain cooperative relationship with parents.

To furnish adequate program information.

To stress the advisability of students completing the entire course.

To justify placement, adjustment, or transfer of student.

To The School Administration

To interpret policies correctly and support them loyally.

To stay within established channels of communication in all official matters.

To use time, materials and supplies economically.

To Business and The Community

To explain the objectives of the training plan.

To fully explain the mechanics of the cooperative plan and the individuals responsibility toward it and benefits to be received.

To select student-workers who will be appreciated.

To see that student-workers get the proper training and have the proper attitude toward employers and the job.

To aviod wasting time of employers.

To elinimate or transfer misfits.

To Himself

To keep physically fit.

To set an example of work habits and character which student-trainees will be proud to follow.

To maintain a professional attitude toward work.

To maintain the dignity befitting one's teaching position.

To cooperate with the school faculty and business people in order to deserve their cooperation.

To see that student-workers get the proper training and have the proper attitude toward employers and the job.

To avoid wasting time of employers.

To council and, if necessary, transfer unqualified students.

THE FIVE PHASES OF THE TOTAL JOB

Although the local school structure will, to a degree dictate the actual design of the Coordinator's job, there are five basic phases of the total coordinator's job. These are (1) Teaching, (2) Coordination, (3) Guidance, (4) Operation and Administration, and (5) Public relations. Some of the major duties within these areas are indicated in the chart of Functions of a Cooperative Teacher-Coordinator. This manual contains many aspects of the areas of teaching, coordination, guidance and public relations. The area of operation and administration along with youth organizations will be covered in volume II of this series.

CHAPTER III

TEACHING

PROVIDING RELATED INSTRUCTION [1]

Related instruction in cooperative vocational education should facilitate the development of capabilities the student needs to enter, adjust and advance in a satisfying career. Even though it is expected that a student's career interests and plans may change, the desired vocational capabilities and competencies which he will need in future occupations are learned through the medium of a specific job within the context of his economic and social environment. Factors to consider in planning related instruction are: (1) the capabilities and competencies to be developed, (2) provisions for individual and group needs, (3) appropriate sources of learning, (4) coordination of instruction from the several sources, and (5) appropriate methods of instruction.

Recognizing the Vocational Capability Areas in Organizing Instruction

The vocational capabilities to be learned may be classified as (1) Specific Skills which are derived from an occupation, (2) Occupational adjustment capabilities which are needed to succeed in a work environment, and (3) Career development capabilities which are concerned with helping the learner find a satisfying occupational role. The emphasis given to each of these areas will vary with the purposes of the cooperative vocational education program, the occupations being taught, and the characteristics of the students. For example, in regard to specific skills, in some occupations it takes much more time to learn the required technical information or to operate equipment than others. In regard to occupational adjustment capabilities, some groups of students will require more instruction than others on how to get along with co-workers and their supervisors and on how to learn a job. In regard to career development capabilities, the instruction focusing on career development will vary with the ages of the students and their previous experiences in exploring occupations. It is generally agreed that the three vocational capability areas are related and should be integrated rather than organized in blocks of time or units of instruction.

INSTRUCTION

1. Cooperative vocational education is learner centered, hence instruction would focus on the appropriate balance of specific vocational skills, occupational adjustment, and career development capabilities needed by the worker in his occupation.
2. In order to enable the student to develop the necessary balance, instruction should be organized to produce competencies which are (1) needed by all workers, (2) needed by workers of a specific occupation only, and (4) needed by a particular worker in his place of employment only. Thus there usually are total class activities, small group activities, and individual activities in the classroom in addition to the specific learnings of the particular job.
3. Three sources of learning: (1) the classroom, (2) the job or in some cases a sheltered workshop, and (3) the vocational youth organization, are essential in achieving the balanced occupational competency patterns needed by all students. The coordinator is responsible for correlating the instruction and learning from these three sources.
4. The methods of instruction in cooperative vocational education should be tailored to the needs of the student. Generally these are based on a close teacher pupil relationship, using vocational methods that persist on the job. Adult techniques such as the conference method, treatment of students, development of multiple competencies and emphasis and practice should be utilized.

Specific Skills. For each occupational field there are specific skills, knowledges and attitudes required to progress in that field. The instruction is directed toward the following kinds of competencies:

1. Manipulating tools or equipment
2. Gathering, processing, communicating or applying technical information
3. Constructing, assembling or combining elements

4. Performing a service
5. Others, drawn from the specific occupations

Occupational Adjustment Capabilities. One of the expected outcomes of cooperative vocational education is the students' ability to adjust to work environments - the plant, office, store or institution. The intent is that by teaching him to interact effectively with fellow workers, supervisors, and the conditions under which he works in the cooperative training station, he will acquire capabilities which will persist as he progresses in his career and takes positions in other work environments. Occupational adjustment capability include the following:

1. Learning how to learn a job
2. Interacting with co-workers, supervisors, and employers
3. Participating in worker groups as a member and leader
4. Developing desirable work habits and attitudes
5. Making rational economic decisions about employment, spending, saving, and participating in a private enterprise economy
6. Preparing for the jobs ahead
7. Managing work and leisure time
8. Keeping abreast with current developments in the occupation
9. Others, drawn from the environments where the occupation is found.

Career Development Capabilities. Another expected outcome of cooperative vocational education is the student's finding satisfying occupational roles in which he can get a sense of achievement and self-realization. The instruction focuses on learning about the occupational field and the lives of workers in the occupation and looking inward at one's own potential needs, abilities, and aspiration as they relate to occupations and careers. The capabilities would include:

1. Assessing and analyzing one's own needs, interests, abilities and aspirations
2. Assessing and analyzing the potential opportunities and satisfactions of an occupational field
3. Predicting one's own chances of being successful and satisfied in the occupational field
4. Making decisions and plans to achieve goals and aspirations.

Providing for All Types of Instruction

In providing instruction for a group of students enrolled in cooperative vocational education, the teacher must take into consideration: (1) the capabilities and competencies needed by all workers, (2) those which are common to an occupational field, such as blueprint reading might be for many trades, (3) those competencies which are common to specific occupations, such as seasoning foods for quantity food preparation fields, and (4) those competencies which are specific to the job a student is learning to perform at his training station. Obviously, when a class of students is preparing for similar occupations it is possible to provide instruction which is relatively more specific and pertinent for the occupations being studied. When the class members are preparing for diversity of occupations, the instruction is likely to be a very general nature except for what is learned through independent study and what is taught on-the-job. The limitations of time and expertise of the teacher-coordinator in a diversity of occupations makes it difficult to provide learning experiences which develop occupational competencies when a class is composed of students preparing for many unrelated occupations. Then, too, students do not get the same benefits from discussion of job experiences as they do when they are studying related occupations.

Instruction in Capabilities Common to all Occupations. There are some capabilities which are common to all occupations such as employer and co-worker relations, how to learn a job, how to live on one's earnings, organizing one's work, recognizing benefit and capitalizing on work experiences, and participating in employee groups. This learning may be provided through group instruction using discussion, the conference method, panels, speakers, and other methods involving the entire class, irrespective of each student's job or career interest.

Instruction in Occupational Field Capabilities and Competencies. This instruction is drawn from an occupational field and includes those capabilities and competencies needed by all workers in a field such as office occupations, distribution, trades or health occupations. In office education typing and general office procedures is an occupational field competency. Marketing principles are usually taught to all students in distributive education. Health occupations education might include basic human needs as a common area of learning for the entire class. It is essential that students develop the occupational field competencies and capabilities in order that they can advance in the occupational field and adjust to changes in occupations within the field. If classes are organized by occupational fields and the teacher is competent in the field, a large part of the instruction should be in these competencies and capabilities because they prepare students for growth and flexibility.

Instruction in Individual Occupation Competencies and Capabilities. Instruction for an individual occupation is important because the student's interest at the time of enrollment usually is to learn a salable skill and qualify for employment. If he experiences a sense of achievement and self-worth in being able to perform an occupational skill, he is motivated to learn more about the occupational field. These learning outcomes are relatively tangible and seem practical to the learner when they are applied on the job. An example of this type of instruction might be teaching individuals or a group of service station trainees to change the oil in an automobile or teaching ready-to-wear trainees to dress a manikin for a display. Then, when they are exposed to the tasks on the job, they have some basic skill and a degree of confidence in undertaking the new responsibility. The amount of similarity among the occupations of the class members will determine how much of the classroom time can be devoted to individual and to group training for specific occupations. Of necessity,

some instruction must be provided through independent study materials and individual help from the teacher-coordinator.

Guidence in Learning Specific Job Competencies and Capabilities. The competencies and capabilities which are unique to the job the student has in his training station are learned there; however, the teacher-coordinator facilitates this learning by guiding the student in what to observe and how to learn the unique duties and responsibilities of his job. For example, an employing organization has unique policies and procedures which the trainee must abide by, also each business has its own system and special equipment. The student learns how to analyze a job and how to use resources in the training station to enrich his learning experience. He learns how to learn a job by learning one.

Utilizing Appropriate Sources of Learning

Different kinds of capabilities and competencies are best learned in different types of environments. In cooperative vocational education three sources are essential to achieve the balanced capability pattern needed by all students - the classroom, the job, and the vocational youth organization. (A fourth source, the sheltered workshop, may be necessary for handicapped learners or for other students as a substitute for the real job environment when one is not available.)

The Classroom. The capabilities which are best learned in group instruction and those which the students must develop before they are applied on their jobs are learned in the classroom. Experiments with different methods and practice of skills are often difficult to provide at the training station. Theory and principles are very difficult to learn on the job alone because of the time and ability limitations of on-the-job trainers in organizing this type of instruction. Classroom instruction must be correlated with the job instruction so that the student has the related learning he needs to support his on-the-job training.

The Job. In cooperative vocational education the job is the applications laboratory where the student tests theory and practices the principles learned in the classroom. The job may also be the primary source for learning specific job competencies and for discovering some principles which may be overlooked in the classroom. Attitudes and values are usually developed on the job but are examined and clarified in the classroom.

The Vocational Youth Organization. Some of the most effective learning is achieved when the students assume the major responsibility for planning and conducting their own activities. A vocational youth organization is a means of helping students develop leadership and group membership skills which prepare them for satisfying adult citizen-worker roles. In a local chapter they learn parliamentary procedure and democratic processes of achieving group goals. These are state and national organizations for each of the occupational areas, and local chapter members gain an occupational identity through these affiliations. The following youth organizations have local, state, and national associations:

FFA - Future Farmers of America
FHA - Future Homemakers of America
VICA - Vocational Industrial Clubs of America
DECA - Distributive Education Clubs of America
OEA - Office Education Association

Chapter projects and activities are student-directed but are aimed at the development of occupational competencies. A project in which the students raise funds to support chapter activities should be organized in such a way that students learn to utilize the resources of the group in organizing, conducting and evaluating a business venture. A teacher is justified in using classroom time for the chapter when the activities contribute to vocational capabilities and occupational competence. The essential difference between a regular classroom learning activity and a chapter activity is in the roles of the teacher and the learners. The teacher is an advisor to the chapter and students are responsible for planning and directing their own learning.

The Shelter Workshop. A school may provide occupational education in a sheltered workshop for students who are not ready for employment in private business and industry as a prelude to cooperative education or when suitable training stations are not available. In a sheltered work setting students may operate a business under supervision of a teacher, learning all of the duties of buying, selling, promoting, and managing a retail operation. Similar workshops, some of which may be operated away from the school, can be provided for child care, repair services, laundry and dry cleaning, food service, and other occupations. These experiences cannot substitute for on-the-job training but can provide effective learning which prepare students for gainful employment.

Coordination of Instruction from the Several Sources

The coordinator (teacher-coordinator) is a director of learning who coordinates the instruction given in the classroom, on the job, and through the vocational youth organization chapter. He tailors the instruction to the needs and the learning styles of each student. When he calls on training sponsors he gets suggestions for classroom instruction the students need to perform their jobs. He informs the training sponsor of skills a student has acquired in school which he is ready to apply on the job. Chapter projects are undertaken after students have been prepared in the classroom to carry out the activity. Utilizing the sources which are most appropriate in achieving the desired outcomes, the coordinator directs the "program" of instruction for each student.

Selecting Instructional Methods

As a "director of learning", the cooperative vocational education teacher is expected to make use of instructional methods which are appropriate for the students and which contribute to the development of employment qualifications. In addition to occupational experiences and mastery of the tech-

nical content, the teacher must be able to stimulate student interest and use a variety of techniques that develop multiple skills. The methods of instruction have an important effect on the total personal development of the student and his ability to learn new skills as he progresses in his career.

Teacher-Student Relationships. The cooperative vocational education teacher-coordinator should help his students make the transition from teacher-directed learning to self-directed learning. Students learn this self-direction through teacher-pupil planning of instruction. They are more committed to achieving the objectives when they have a part in determining the objectives and selecting the methods of learning. As students progress in the program the teacher-coordinator can increase student responsibility for self-direction and planning of instruction. Because of his close relationship with the students, his role is likely to shift from an authority figure to that of an advisor and resource person.

Using Vocational Methods. The cooperative vocational education teacher should use methods of instruction and learning which will persist when students enter full-time employment. Methods of inquiry such as experiment, seeking opinions of experts, searching the trade literature, making observations, conducting surveys and other techniques are tools the student can use as he progresses in his career. Student conducted demonstration, as a method of instruction, develops ability to train and teach other employees which students often must do if they are to advance in their occupations. In developing human relations capabilities, case problems and role-playing improve the student's ability to handle these problems on the job. Decision-making is learned through practice in making decisions. If students learn to interact effectively in class they are likely to be successful and get satisfaction in their inter-personal relations at work.

Choosing Activities that Develop Multiple Capabilities and Competencies. Learning activities and projects should be conducted in such a way that the students develop multiple capabilities and competencies which prepare them for employment. The following capabilities and competencies can be developed and improved by providing learning activities appeal to students learning to be adults.

Choosing Activities that Develop Multiple Capabilities and Competencies. Learning activities and projects should be conducted in such a way that the students develop multiple capabilities and competencies which prepare them for employment. The following capabilities and competencies can be developed and improved by providing learning activities whereby students practice these skills:

1. Communicating (oral and written)
2. Giving and following instructions
3. Organizing and planning work
4. Working in a group or committee
5. Creating goodwill
6. Making decisions
7. Evaluating one's own performance
8. Seeking needed information
9. Computing and working with figures

CRITICAL TASKS RELATED TO TEACHING

"Most Important" Critical Tasks Related To Teaching:[2]

1. Relates classroom instruction to on-the-job situations or experiences.
2. Makes periodic coordination visits to businesses employing students enrolled for the purpose of gathering illustrative materials.
3. Uses a variety of teaching techniques in classroom instruction for interest and effectiveness.
4. Recognizes individual differences of students.
5. Plans and develops teaching plans-with assignments, tests, and examinations-tailored to individual and group needs, for cooperative classes sufficiently in advance to maximize teaching effectiveness.
6. Makes clear, definite, purposeful assignments to cooperative students.
7. Strives to help each student understand the content of lessons taught.
8. Provides students a number of participation experiences to develop the competencies needed to enter and advance in their chosen distributive educations.
9. Has students give sales talks and demonstrations in class and has students suggest methods of improvement.
10. Provides instruction and experience that will measure the students' attitudes, initiative, ability and insight.
11. Selects and procures reference texts and other instructional material for preparing lesson plans and for students' use.
12. Provides instruction to develop a competency in one or more of the job related subject matter functions to persons enrolled in cooperative classes.
13. Participates in the preparation, development, evaluation and revision of course outlines and subject materials for the high school cooperative classes.
14. Sets up, develops and maintains effective resource files.
15. Conscientiously evaluates work done by students.
16. Prepares each student for initial employment and/or advancement as quickly as student's development allows.
17. Up-dates teaching material and information through reading of current trade journals and other periodicals.
18. Brings qualified managers, supervisors and other outside speakers into the classroom for demonstrations, observations and talks on special class topics.

19. Develops in each student safe work habits, pride in his job, pride in himself, and a desire for advancement through addtional skills and knowledge.
20. Prepares daily lesson plans including objectives, content, methods and assignment.

"Very Important" Critical Tasks:

1. Stimulates creative thinking through group and individual planning of projects and other activities.
2. Decides upon and arranges for interesting and instructive field trips when this experience will best achieve a particular objective.
3. Keeps adequate records for each individual student as evidence of competencies achieved either through projects completed or through projects completed or through occupational experiences.
4. Guides students in selection of appropriate individual projects related to the fields of major study.
5. Maintains a library of periodicals in his field of education for pupil use.
6. Encourages students to contribute materials, information and teaching aids from their contact with these items in their training stations.
7. Uses Youth Leadership Development Organization contests and activities as a teaching tool in developing competencies and in stimulating interest and developing a competitive attitude.
8. Establishes and maintains in the classroom an atmosphere wherein cooperative planning and working may take place.
9. When necessary, provides individual instruction for students.
10. Follows established school grading and record-keeping systems.
11. Cooperates with other vocational teachers, instructing in programs where both cooperative program and other vocational services are involved.
12. Develops the problem-solving skill through the use of applicable cases.
13. Prepares an individual training plan for each student.
14. Evaluates the effectiveness of students' training and prepares periodic progress reports to be sent to parents of trainees.
15. Adjusts, when possible, outside assignments to the advantage of the student with regard to his schedule and proper use of library and other school services.
16. Helps student locate materials, literature and information needed to successfully complete a project.
17. Encourages role playing in the classroom for practice in applying information learned.
18. Prepares or secures audio and visual materials and devices needed for effective instruction.
19. Provides an opportunity for students to conduct research on market functions and/or products.
20. Enlists the aid of special teachers to help students with individual problems. (Remedial reading, English, School Social Worker)
21. Provides students with suggested list of possible projects related to various career goals in their area of Cooperative Vocational Education.

"Important" Critical Tasks:

1. Assumes responsibility for securing training materials for adult classes.
2. Organizes and conducts pre-employment classes for graduating students.
3. Provides information concerning training films, books, trade journal articles of a specific nature and other training aids to interested employers.

THE TRAINING PLAN

The preparation of a training plan for each student is a valuable guide to the teacher-coordinator in determining what types of instruction the student will receive at the training station and in the classroom. This plan should be jointly developed by the student, training sponsor, and teacher-coordinator. It should provide a summary of the competencies to be developed by the student for success in his chosen occupational field. It should also indicate whether these competencies are to be developed at the training station, in the classroom, or both.

An employer should be fully aware of the objectives and procedures of the Cooperative Vocational Education Program. A training plan must begin to form when the employer agrees to participate in the program. During the training station selection, the coordinator will determine the area of learning experience available for a student-learner. This will aid the coordinator to select the best student possible for the job.

A sound training plan will contribute greatly to the success of the program. Techniques used in developing a training plan should be adapted to meet specific situations.

Guide for Developing the Training Plan[3]

(1) In preparing a training plan, the teacher-coordinator should:
(2) Explain the purposes of the training plan to the training sponsor and student.
(3) Make an analysis of the student's chosen occupation to determine the competencies needed for successful employment and advancement.
(4) Determine whether the competencies can best be developed through classroom instruction, training station instruction, or coordinated classroom and training station instruction.
(5) Determine a logical sequence in which the competencies should be developed.
(6) Prepare the training plan.

See Operations Manual

REFERENCES

[1]University of Minnesota, *A Guide For Cooperative Vocational Education Division of Vocational and Technical Education*, Minneapolis, Minnesota, 1969, p.46-53.

[2]Crawford, Lucy C. *A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education*, U.S. Office of Education, Grant No. OE-6-85-044., 1967.

[3]State Department of Education, *Handbook for Administrators and Coordinators of Cooperative Education*, Department of Vocational Education, Charleston, West Virginia, 1971, p.25.

CHAPTER IV

GUIDANCE

The importance of planning in the efficient accomplishment of Teacher-Coordinator responsibilities in Cooperative Education has been stressed throughout this manual. Planning is equally important in the performance of the Teacher-Coordinator's guidance function, and the guidance plan will assist in making Cooperative Education guidance activities worthwhile.

The guidance plan accomplishes several purposes:

1. It assists the coordinator in interpreting the cooperative program to school staff, students and parents.
2. It helps him to distribute guidance activities throughout the school year.
3. It promotes understanding of, and cooperation with the cooperative program among the school guidance counselor, faculty and principal.
4. It helps to assure guidance counselors that the cooperative personnel is well-equipped to determine which students will profit from an area of cooperative education.
5. It helps to assure that the teacher-coordinator will have the opportunity to counsel with all students.

The guidance plan should be prepared annually, the summer months being the period when time can be most realistically scheduled for such planning. Once a successful guidance plan has been developed, succeeding plans will evolve from adaption of the proven plan to the coming year, at least as far as dates and names of people to be involved.

RECRUIT - SCREEN - SELECT

In schools where the program is to be started, the students, faculty, parents, and community must first be introduced to the program and its objectives. This may be done through newspapers, radio, club speeches, survey cards, and visitations. It is very important that the above mentioned thoroughly understand what is to be done, how the program is to be carried out, who should be involved, and how it is to benefit the student and his community.

After the program has been properly introduced, the coordinator must start recruiting students. The students to be selected for this program are those who are potential school drop-outs. These students generally fall into four broad groups: the culturally disadvantaged, those of low income families, students who are on a lower academic level than the grade in which they are sitting, the handicapped.

All of the students previously listed should be given applications for admittance. It would not be possible nor practical to put all of these students into the Cooperative program with its limitations. The program is to be offered to the students who have the greatest needs for such a program and who can most benefit from it.

The applications should be reviewed by the principal, guidance counselor, faculty and coordinator or an appointed selection committee. These individuals should know the student well enough, along with test scores and aptitude test, to discard the students that would not benefit from the program. The almost final list of applicants should be discussed with the previously mentioned group in a joint session so that all may give advice on each of the students discussing the possibilities of the child's future.

The coordinator must then conduct personal interviews with the students themselves. This will give each a chance to feel out the other in determining the possibilities of acceptance. This is probably the most dependable aspect of screening. Personal interviews will generally tell the coordinator more about the student than any of the other methods already mentioned.

Once the coordinator has selected (temporarily) his students, he must take a few how the program will benefit their child. They should always be in contact so as to know how their child is doing and what can be done to help him. If the parents properly understand the program and desire their child being in it, then it will be to the advantage of all involved. If they do not understand the program, the child may not benefit much, if any at all.

The coordinator must then make a community survey. He will look at the possible training stations and talk with the managers or the person in charge. Together the coordinator and employer will discuss the different jobs available. The type training should be carefully discussed between the employer, coordinator, students, and parents before any student is chosen for the program. This is very important because it will not always be possible to place all student applicants on the type training job that meets his interest and needs. The types of training on the job will vary greatly within the different communities.

The coordinator is now ready to select his students. He will select them from the list which has been reduced in number by the faculty and job offerings available. The number of students will vary with the school and community.

The final list is then looked at in regards to scheduling. The coordinator must see to it that the proper academic classes are selected by the trainee. The policies of the local and state boards of education should be enforced at all times. The coordinator must be very familiar with these so that he may help the student select the courses required and schedule himself a program which will lead to the successful completion of high school.

Few students, if any, will have a job when school opens. Many will not have jobs for weeks or months. These students are not to be turned out of school early and should not be sitting idly in a study hall the last two hours of school. A complete academic schedule should be set up for these students. It should be set up with the last two hours including subject areas that could be dropped when the student obtains a job. It is easier for him to drop a class after a few weeks, than to try and get into one.

During the first few weeks, the coordinator aids the students in selecting the type job they desire and are best suited for. They must be instructed in the proper manner of speech, dress, promptness, attitudes, and conduct. Much of this will be done in counseling.

CRITERIA FOR SELECTION

Ideally this program should be open to everyone who wants it, needs it, and can profit from it. Because of the limitations, however, we must have a more specific criteria for selection. The efforts of this program being directed towards the potential dropout and those who, without the program, would find employment difficult, we should concentrate on those students who fall into the following categories.

I. Physically handicapped students who must have special attention and modification in order to succeed.
II. Emotionally handicapped students who need special attention because of stability problems in order to succeed.
III. Slow learners who are tow or more grade levels behind.
IV. Socio-economically deprived students whose families incomes are so low that they must seek a job in order to maintain their needs and stay in school.

The only consideration given to age is that which determines the type of training to be given on-the-job or simulated work conditions.

PLACEMENT[1]

The placement of students in a Cooperative Education Program must be handled individually and carefully. The placement can determine whether the student in Cooperative Education will progress toward a permanent commitment to a career, and it can also determine whether the cooperative training agency will find the Cooperative Education programmed meaningful and continue to support it.

You should not attempt to place a student for work experience until you have determined that the student meets the standards for employability, that the student and prospective employer understand the educational aspect of cooperative employment and wish to cooperate in the learning process and that the student has determined a career objective.

SCHEDULING COOPERATIVE EDUCATION STUDENTS

The schedule for students in Cooperative Education programs in the high school will usually be made up of four classroom instruction periods, one classroom instruction period in an area of vocational education and three periods in academic related subjects. Thus, four periods a day are spent in the classroom and two periods are devoted to occupational work experience.

There is no exact minimum or maximum number of hours that a student should work. However, an average of 15-25 hours would be an ideal amount of time to receive training under the direction of a training sponsor and the coordinator. In the ideal school-work schedule, the student attends classes for four periods, has time for lunch and reports to work for approximately three hours in the afternoon. Saturday work will depend on the type of business in which the student receives work experience, but in most cases, he will be expected to work on Saturday. Sometimes the student's schedule may be arranged so that the student works in the morning hours and reports to school in the afternoon.

FOLLOW-UP

The purpose of a follow-up is to determine the usefulness of a cooperative education program not only to a graduate of that program, but also to his community and society as well. Two main ideas of a follow-up program should be the value of the cooperative program in relation to the work in which the graduate is presently employed and improvement of the present and future cooperative programs in order to make them more meaningful to the individuals enrolled in the program. The follow-up study when utilized properly will serve as a vehicle for exposing the value of the cooperative program in relationship to the total school.

One of the most commonly used devices in conducting follow-up studies is the mailed questionnaire. If a former student does not reply to the questionnaire, a follow-up by telephone should be made. Information gained in personal contact or information from friends and relatives of former student may be used in follow-up studies.

A concise questionnaire printed on a double-sided post card is given below. This questionnaire could be financed by the local school board if possible, or by funds set aside for operating expenses.

Dear Cooperative Graduate,

The Cooperative Education Department is conducting a graduate survey in order to find out how much our former trainees are occupied since graduation from high school. Information obtained should enable us to improve our instructional, job placement, coordination, and counseling services. We would appreciate any suggestions you may care to offer.

Please fill out the attached card and mail promptly. Remember your help is needed to help others.

Thank you very much. Best wishes for success in your work.

_____

Cooperative Coordinator

Name _____ (last) (first) (middle or maiden)

Home address _____

Telephone _____ Married? yes _____ no _____

Have you attended college? _____ Trade school? _____

Nursing school ? _____ Business school? _____ Other type _____

Number months attended _____ Course completed _____

_____ Dropped out _____ Still attending _____

Name of school or college (checked above _____

Are you in the Armed Forces? yes _____ no _____

Employed? yes ____ no ____ Full time ____ Part time ____ Co-op _____

Occupational title _____

Name of firm or employer _____

REFERENCES

[1]University of Georgia, *VAE Coordinator's Handbook*. Division of Vocational Education. Athens, Georgia, 1971, p.23.

CHAPTER V

COORDINATION ACTIVITIES

MEANING AND PURPOSE

Coordination involves the building of a harmonious relationship between job instruction and classroom instruction, in order to give students the best preparation possible for their chosen occupations.

It is this function of the teacher-coordinator which is most often misjudged by school personnel, because it often must be accomplished in the business community. The absence of the teacher-coordinator from the school during school hours is sometimes mininterpreted by others. It is important to understand the purpose of coordination and plan for these activities as carefully as for any other phase of the teacher-coordinator position. If planned carefully, coordinating activities will be purposeful and the weekly evaluation will show evidence of accomplishments.

The responsibilities of this phase of the job are to:

1. Select appropriate training stations.
2. Prepare a training plan for each student.
3. Coordinate classroom activities with on-the-job work experience.
4. Evaluate students' progress on-the-job with the employer.
5. Make on-the-job coordination and home visits.
6. Provide for on-the-job participation experience for students.
7. Give needed information and training to "downtown teachers," the training sponsors of the students.

COMMUNITY SURVEY

An important factor that will determine the success of a cooperative program is whether or not the community can support such a program. The locating and choosing of cooperative agencies to serve as training stations and employers for the cooperative education students is an initial step in developing the program. The most complete source of information concerning agencies is that community survey file. The teacher-coordinator should make attempts to begin such a survey, if it has not already been done. Information should be carefully recorded on an appropriate card.

A community survey would reveal the following items:

1. What industry is in the area.
2. Number of people employed.
3. Employers attitude toward training.
4. Turnover rate.
5. Future of industrial growth by various industries.

Occupation information may be obtained from these sources.

1. Personal contact
2. Chamber of Commerce.
3. Labor organizations.
4. Employment services.
5. Yellow pages of telephone directory.

Some methods of contacting prospective employers are:

1. Arranging for a personal interview.
2. Telephone.
3. Publicity (press, radio, T.V.)
4. Written materials.
5. Visits to civic clubs.

Sample forms are found in appendices.

SELECTION OF TRAINING STATIONS

A training center is a business establishment that can and is willing to cooperate with the school in providing a wide variety of learning experiences. Associated with a specific occupation for a student learner in an occupation education training program. A training station provides the student learner with experiences in an area of the training center's business.

The selection of a training center is the most important part in the operation of a successful occupational education training program. Steps leading to the selection and establishment of these centers areas follows from the survey form and with the assistance of the advisory Committee apply the following criteria in selecting training centers.

1. Must provide an opportunity for experience in an approved occupation.
2. Offer opportunities for advancement and in developing the students' ability.
3. Provide for continuous learning.
4. Provide wide variety of experiences.
5. Adequate supervision.
6. Satisfactory working conditions.
7. Have a good respected reputation.

1. **Frequency of Coordination**: The coordinator should make one contact per week, as an average, with training sponsors who supervise the student's daily performance on-the-job to check on the students' progress and to determine his training needs.
2. **Purposeful Coordination**: Coordination contacts should always be purposeful. Such objectives as determining training needed by students, informing employers regarding program purposes, securing instructional materials, showing sponsors the results of student work, arranging rotation to other training activities, learning of the employers' opinion regarding proper job grade for students-- plus other objectives--should always be evident to the coordinator and employer.

3. **Planning Training**: The coordinator should work with employers and training sponsors to the end that the student follows a planned training program. There should be evidence that job analysis, student progress charts, daily coordination records, and other media for accomplishing sound training are being effectively used.
4. **Levels of Coordination**: The coordinator should recognize the importance of working closely with the student's immediate superior in order to learn of the daily needs of the trainee and of his performance. At the same time, the coordinator should not lose sight of the need for occasional contacts with top management since it is necessary to establish and maintain policies which call student rotation, pay increases, and similar matters which can only be determined by top management.
5. **Use of Information**: The coordinator should incorporate into the school training such activities and information as may be needed to improve and correct practices which are discovered through coordination contacts.
6. **Work With Parents**: The coordinator should contact the parents of the students in order to secure a better understanding of the background and needs of the student learner.
7. **Development of new training Stations**: The coordinator should follow a definite plan for educating managers of business (not cooperating with the program) as to the objectives and benefits of the particular program.
8. **Follow-Up**: The coordinator should make follow-up studies of students who have graduated from the program in order to see how the program is serving graduates and in order to improve the efficiency of training offered in the program.

Following is an outline of those activities of the coordinator specifically devoted to afternoon coordination activities:

1. Scheduling Student's Work Program
   a. Allow travel time to the training agency
   b. Arrange schedule so all required courses may be completed
   c. Arrange schedule so that the required number of work hours may be completed
2. a. Make a cooperative effort including the student, employer, and coordinator
   b. Develop related instruction that will aid the student in his specific occupational area
3. Visiting the Training Agency
   a. Introduce program to employers
   b. Place students on job
   c. Explain training responsibilities to employers
   d. Complete training plans
   e. Secure instructional material
   f. Relate job training with school
   g. Provide and follow up on plans for rotation
   h. Learn actual employment conditions
   i. Develop new training stations
   j. Determine student progress
   k. Commend training sponsors
   l. Prevent mid-term layoffs by making advance plans with employers
   m. Seek wage adjustments
   n. Follow up on students absent from school
   o. Secure appointment of training sponsors
   p. Loan films, other training aids to interested employers
   q. Observe student at work
   r. Prevent student working too long hours
   s. Insure daily training for student
   t. Check speed of student's learning
   u. See whether student is accurate
   v. Find out quality of student's work
   w. Get information regarding attitude of student
   x. Detect student's willingness to do stock work and other non-selling duties
   y. Determine part of job in which trainee needs most improvement
   z. Seek advice on home situations of students
   aa. Give sponsor deserved credit for training given students
   bb. Get information for lesson sheets concerning specific job
   cc. Show the employer work done by student in school
   dd. Ask employer's opinion of work done by student in school
   ee. Learn names of other employees who work with students
   ff. Determine membership of advisory committee
   gg. Keep informed concerning wages, hours, working conditions
   hh. Secure speakers for special class topics
   ii. Work out plans and agendas with chairman of advisory committee
   jj. Secure facts needed for counseling interviews with students
   kk. Learn of opportunities for full-time employment after graduation
   ll. Get information about trade terminology in various occupations
   mm. Secure evaluation of effectiveness of training given DE students
   nn. Show individual manuals being used in class to train his employee
   oo. Show books of a specific nature which will be of interest to an employer
   pp. Show training films which might be of interest to an employer

qq. Show trade journal articles which contain ideas of interest to management

rr. Show training materials secured from producers, manufacturers and wholesalers

ss. Show examples of student test papers and examinations

tt. Show his trainee's notebook which contains all assignments prepared for the individualized study period

The specific reason for making a visit to a training station will vary, depending on the student learner, the type of training station, the time of school year, and the types of instruction being carried out in the classroom and on the job at the same time. Visits should be made at least once a month, although variations will be necessary. At the beginning of the student-learner's experience on the job, he may need to be visited briefly each week. Certain student-learners will need close attention because of this need for assistance in making certain adjustments. Others will need to be visited only once every three or four weeks. A few do's and don'ts of coordination are listed.

Do observe the trainee on-the-job.
Do consult with the job sponsor frequently about the progress of the trainee and suggestions to implement the training plan.
Do consult with top managements occasionally regarding the cooperative program.
Do be alert for specific instructional materials to have the trainee bring into the classroom.
Do involve the job sponsor in evaluation of the student's project.
Don't usually correct the trainee at the time of visitation without consulting with the sponsor.
Don't use extended block of job sponsor's time without a prior appointment.
Don't just drop by for a chat with a job sponsor. Have a reason for asking to see him.
Don't expect many of the sponsors to be able to teach on-the-job or evaluate the trainee's work without some suggestions and guidance from you.[1]

COORDINATION VISITS

ITEMS FOR CONSIDERATION

HOW? WHEN? WHERE? WHO? WHAT? and WHY?

1. Time of year - How many?
2. How many before student starts to work?
3. How often after starts to work?
4. Should you have a regular schedule?
5. Should you call for an appointment?
6. What time of the day?
7. Should you ever go on Saturday?
8. Should you ever go at night?
9. How long should you take?
10. Who should you see?
11. When should you observe the student?
12. Where should you talk with sponsor?
13. Should you talk with both sponsor and manager?
14. Should student "sit-in" on coordination visit?
15. Should you keep a record of visit? Notes?
16. Do you ask for an evaluation each time?
17. Should you make "friendly" visits?
18. Should you have "planned" questions to ask?
19. Should you make coordination visits during Christmas?
20. How much should the student be told about each visit?

USE OF RECORDS IN COORDINATION

1. **Daily Coordination Itinerary**: For the purpose of keeping the principal or superintendent informed and in order that telephone calls from store managers might be completed, the coordinator should make a practice of filing with the proper administrator in itinerary of proposed coordination contracts.
2. **Daily Coordination Record**: The coordinator should maintain a record of results of daily coordination contacts in order to: (1) plan future contacts, (2) help keep all coordination objective, (3) keep administration informed as to the purposes and accomplishments of coordination work.
3. **Training Plans**: Training plans, signed by student, parent, employer, and coordinator, should be completed in order to: (1) protect the school and employer with a statement signed by parents indicating a knowledge that the student is working in a position acceptable to them, (2) indicate that the sponsor has had a thorough explanation of the program and understands his responsibilities, (3) justify the training to be given as worthy of school credity, and (4) insure well-planned, objective training which results in obvious improvement in employee efficiency.
4. **Permanent Records**: The coordinator should have a permanent record on each student, recording grades, job performance and other pertinent data, in order to provide a sound basis for answering letters of inquiry and reference and to provide records for coordinators who might at some future date be responsible for the program.
5. **Individual Progress Record**: The coordinator should have a progress record on each student, indicating the beginning jobs on which training is required and projecting future training which will be given each student during ensuring months ahead. Such a system is a necessity to keep employer, student, and coordinator aware of achievement and progress to be made. The coordinator and employer should work cooperatively in the development of this record, and it should always be six weeks to two months "ahead" of the student's present training needs. (Sample shown in appendicies.)
6. **Planning Calendar**: The coordinator should follow a calendar of activities planned at the beginning of the year including amount of time scheduled for various topics of instruction, scheduling of special class activities, and other items making for a balanced program of instruction.

REFERENCES

[1]Haines and Mason, *Cooperative Occupational Education and Work Experience in the Curriculum*, 1965. The Interstate Printers and Publishers, Inc., Pg. 183.

CHAPTER VI

PUBLIC RELATIONS

Public relations can be approached from many directions, some of which are, talks to faculty and community groups, newspaper, radio, and television publicity, advisory committees to cooperative program, club activities of the program, personal communications and field trips.

Talks to faculty and civic groups will serve to introduce the cooperative vocational program and to keep the public informed concerning subsequent activities.

TALKS TO GROUPS

TALK TO FACULTY - An outline of a talk to faculty members could.

A. Explain cooperative program as an addition to the curriculum.
   (1) Point out that the program is structured to meet the needs of those students who will probably not attend college or even finish high school unless some special effort is made to motivate them.
   (2) Present brief statements about the drop-out rate in the state to show the magnitude of the problem.
   (3) Give capsule view of the cooperative program's relationship to existing vocational programs, explaining its across-the-board aspect.

B. Outline objectives of the cooperative vocational program.
   (1) Structure environment for success.
   (2) Develop positive attitude toward work.
   (3) Do job exploration.
   (4) Learn by doing (occupation).
   (5) Use cooperative systems, school and on-the-job training.
   (6) Get school, businesses, and industry to help motivate.
   (7) Participate in club work for social growth.

C. Explain duties and responsibilities of the cooperative coordinator.
   (1) Coordinating at school.
   (2) Coordinating in the community.
   (3) Coordinating through cooperative program's club work.

D. Emphasize importance of related instruction in general academic subjects. Ask cooperation:
   (1) In helping to achieve objectives of cooperative program.
   (2) In conducting special classes for some groups, if requested.
   (3) To reconstruct the academic courses to fit the student's training needs.

E. Offer observation that some educators are wondering whether students are failing schools or Schools are failing the students.
   (1) Show number of graduating high school students not attending college - poing out that it suggests a new approach to preparation required of schools.
   (2) Show number of dropouts from time of first grade forward which suggests that the educational program is warped in favor of college bound students and that needs of a large segment of population is being neglected.
   (3) Is a new era in education on the horizon - different curriculum structure - different emphasis - different involvement?

F. Offer to cooperate with other members of the faculty in every way and seek their support for the program.

G. Question and answer period.

TALK TO A CIVIC CLUB - In speaking to a civic group, the outline of a talk might include.

A. Origin of the vocational education program.
   (1) Describe vocational programs in high school and their areas of activity.
   (2) Comment on change of emphasis from "programs" to "people" and reasons for change.
   (3) Indicate new importance suggested for vocational aspects of education in view of changing needs of students as reflected in dropout rate.

B. Introduction of pilot program in cooperative education involving across-the-board vocational programs.
   (1) Objectives.
   (2) Implementation of program through teacher-coordinator working with school and community.
   (3) Advisory committee of citizens.
   (4) Cooperation of businessmen in on-the-job training
   (5) How cooperative education-training is obtained
      (a) Part time in school
      (b) Part time on-the-job training

C. Advantages of the program for the students.
   (1) School environment structured for success to counter act the never-ending spiral of failure to which discouraged students have been subjected.
   (2) Actual work experience through on-the-job training correlated with job study at school.
   (3) Motivation to complete high school courses required for graduation and better job opportunities afterward.
   (4) Learn how to be a good employee: good work habits, thrift, responsibility, punctuality, etc.
   (5) Paycheck to assist student while he is finishing school.

D. Advantages of the program for the employers.
   (1) Organized assistance in the training of workers.
   (2) Better trained workers in community.
   (3) Benefits through a simplified induction of young workers into jobs.

E. Advantages of the program for the school and community.
   (1) Enables the school at a minimum of expense to extend curriculum offerings for occupational education in the community.
   (2) Improves school attendance.
   (3) Provides a place of responsibility for

youth in the economic and civic life of the community.

(4) Increases productivity of society through cooperative effort of business-industry and school.

F. Types of jobs.

(1) **Distributive Education** - salesmen, managers, retail outlets, etc.

(2) **Diversified Cooperative Training** - welders, carpenters, machinists, mechanics, electrical repair, TV and radio repair, textiles, etc.

(3) **Vocational Office Training** - typists, secretaries, bookkeepers, etc.

(4) **Home Economics** - child care, food service, hospital assistant, etc.

(5) **Agriculture** - horticulture, chicken industry, agri-business, etc.

G. Conclusion.

(1) Emphasize the training of youth for their personal, social, and civic responsibilities.

(2) In closing repeat the advantages to program offers employers because of trained workers who are also high school graduates.

(3) Point out the social costs that could be involved if we do not tackle and solve the problem of dropouts.

H. Solicit their cooperation in the undertaking – cooperative vocational program.

I. Question and answer period.

PUBLICITY

NEWSPAPER PUBLICITY - A very effective means of placing the cooperative vocational program before the public is through columns of the local newspaper. News releases should be simply stated, using newspaper English. Following the introductory articles on the cooperative program, which explain the purposes of the program and ask for assistance of the community in carrying it out, the coordinator's calendar should be reviewed continually during the year in order to furnish timely news items and articles to the newspaper. These should be sent to the paper in ample time before desired date of publication. In small communities it is almost a "must" that the coordinator provide the editor of the newspaper with the news article in its final form. Also, in large communities it is not out of order to write the news article and send it (or take it) to the newspaper in which you would like it published. If you are lucky enough to have a reporter who is interested in doing articles on your organization for his newspaper, treat him with "kid gloves" respect his decisions concerning when and if the story appears and keep confidential any plans for a story that he happens to have. Dig up background information before he appears on the scene in order to save his valuable time and in appreciation of the publicity he is giving your group.

In preparing news releases:

(1) Type double-spaced on 8½" x 11" paper with wide margins.

(2) Write your name, school or organization, phone number, other identifying information, and the date at the top of the paper, in pen or pencil, encircling such information thus showing that it is not to be printed.

(3) Show date of release – e.g., "News release to the **Lumpkin News** for publication on August 1, 1974."

(4) Large newspapers write their own headlines, small weekly newspapers will print the headline furnished with the article in most cases.

(5) If the news release is more than one page in length, write more at the bottom - at the end, put "end" or +++ denoting the end of the article.

(6) Use short sentences; paragraph, punctuate, and spell correctly. Avoid abbreviations, slang, adjectives, and wordiness.

(7) Keep in mind the release date in writing story, using (today) and "yesterday" properly.

(8) Deliver news release by hand, if possible. Take time to be friendly with the editor and offer to help proofread article when he is ready – to assist him and to insure accuracy.

(9) If there is more than one newspaper in town, send your news releases to all pertinent to your situation.

In sending photographs to the newspaper:

(1) Newspapers prefer glossy photos, 8" x 10" in size. However, any good sharp picture is usually acceptable for publication.

(2) Captions for pictures should be typed on a sheet of paper which can be attached to the bottom of the photograph, on the back side, with scotch tape. Do not write on back of photo or attach the caption with paper clips, to avoid damaging the photo for reproduction. Do not paste caption on back of photo as this makes it awkward for editors to use.

(3) Be sure that names (and addresses, if applicable) of all individuals in the picture are included in the caption in the proper left to right position.

(4) Action shots are best – action should focus around one center of interest.

(5) Speed is important in getting a picture to the newspaper. Pictures of an event on Monday is not news on Friday, in some instances, particularly with a daily paper. In weekly newspaper, time is not as important, but, news and pictures should be as timely as possible.

(6) Take advantage of every opportunity that will favorably publicize your cooperative vocational program. Promote the placing of news and pictures in the newspaper rather than waiting for the newspaper to come to you.

RADIO PUBLICITY – Become acquainted with the radio station staff in your community. A friendly station manager and program director can assist you immeasurably in telling the story of the cooperative education program. If you rate having an individual program for your students, the station will provide a specialist to help with the presentation.

TELEVISION PUBLICITY – If there is a TV station in your community, the same approach applies as for radio publicity. In both cases, radio and TV, it is suggested that your vocational supervisor be consulted and details of the script cleared with him to avoid possible errors in information to be publicized.

OTHER DIRECT METHODS OF COMMUNICATION

ADVISORY COMMITTEE – The advisory committee consisting of leading businessmen and civic leaders of the community, will be instrumental in giving potent "grapevine publicity" to the cooperative education program. If they are vitally interested, their influence will rapidly spread throughout the community giving an invaluable boost to the program's effectiveness. Handling this phase of the program with extreme care can bear a fruitful harvest from the standpoint of good public relations.

PERSONAL COMMUNICATIONS – The manner and performance of the cooperative students who work at on-the-job training stations will have the most far-reaching effect as far as public relations for the program is concerned. The coordinator's attitude, tact and salesmanship in making calls on supervisors and in coordinating through home visits will also be most important considerations.

FIELD TRIPS – When a cooperative group goes on a job exploration expedition away from school, the conduct of the group as a whole will give the program its public image. All cooperative students in the school will be judged by the conduct of the representative students. It is essential that they be thoroughly aware of their responsibility and that the coordinator exercise extreme care not to create an adverse public image for the cooperative program through some ill-advised or unnecessary field trip.

CHAPTER VII

ADVISORY COMMITTEE

A carefully selected representative advisory committee is most necessary in a Cooperative Training program and should be used by all coordinators. The advisory committee, if carefully selected and the meetings well planned can be of unlimited assistance to the coordinator in that it will give him a group of interested employers and employees to whom he can go for counsel and advice in the operation of the program. Each coordinator will want a general advisory committee which will function throughout the year to guide the entire program. In addition, he may organize a number of occupational (or craft) advisory committees to aid in the organization of instructional material for their specific occupations.

The Board of Education should be advised regarding the importance of the advisory committee, and if possible, the committee should be named before school opens.

Kinds of Advisory Committees

1. General Advisory Committee
2. Occupational Craft Committees

Purposes and Duties of General Advisory Committee

1. To advise and guide the coordinator in setting up, carrying out, and improving the program in Cooperative Training.
2. To help determine various occupations in which there is a definite need for training.
3. To assist in job placement selection of firms or employers.
4. To assist in selling the program, and in keeping it sold.
5. To approve content material for courses.
6. To assist in the selection, placement, and follow-up of trainees.
7. To determine objectives of each course in view of program policies.
8. To assist in obtaining the cooperation of labor, employers, and the school.
9. To recommend necessary facilities, materials, and supplies.
10. To recommend personnel for occupational advisory committees.
11. To assist in maintaining high standards.

Organization

An advisory committee should be selected as soon as the coordinator has been in the community long enough to know which Key people should be included. As a general rule, it is difficult to set up an advisory committee during a coordinator's first year in a program.

Size of the Committee

The number of members on the committee will vary, but most will have from five to eight members. While there should be a cross-section of the types of occupations in the community represented, the committee should not become too large to be effective, and the members should be carefully selected according to their interests, abilities, and willingness to serve. The major areas of businesses should certainly be represented, including both large and small operations. Representatives from the various civic organizations or occupational groups concerned should probably also be considered. The coordinator needs to keep these points in mind in deciding how large the committee can be and still be effective. A small effective group to begin with is much better than a large, cumbersome one.

Selection of Members

1. Should contain both employers and employees, together with one or more representatives of the school system.

The following points should be considered in the selection of committee members:

1. Try to select some individuals who have employed cooperative students.
2. Select members who have a sincere interest and belief in the true objectives of the program.
3. Select members who are accepted as leaders in their fields and to whom others will listen.
4. Select members who are willing to take time to attend committee meetings and participate in community work. A community leader who holds many offices may not be the best choice.

Method of Appointment

By the city (or county) superintendent of schools after consultation with the local director of vocational education and/or coordinator and members of the board of education.

By the board of education on recommendation of the superintendent.

The coordinator should follow-up each invitation with a visit to explain briefly the purpose of the committee, but not in detail. Remind members of the first meeting.

Term of Membership

A regular system of replacing members is preferred. This allows the replacement of members who have shown no desire to participate or who cease to contribute. The rotating term also injects "new blood" with respect to the cooperative education program. Members usually serve from one to three years. Provision should be made for staggered replacement, so that there are always experienced members serving. A new member should be appointed with the approval of the school administration. There is no reason why a member cannot be reappointed if he has proven to be a valuable contributor.

Organization Within the Committee

Chairman, elected by vote of the committee
Secretary, coordinator or other member of the committee

Meetings

There is no generally accepted policy concerning the number of meetings when there is business to discuss rather than having regular scheduled meetings is acceptable. Perhaps four meetings annually would be a minimum. The best way to maintain the continued interest and participation of members is to keep them actively engaged in working on problems.

A full and worthwhile agenda for every meeting should be planned, so that the members' time is never wasted.

The common courtesies and business procedures involved in the operation of any organization should be scrupulously observed at each meeting. Ample notice should be given for each meeting. It is good policy to send out the agenda in advance and to distribute copies of the minutes soon after the meeting.

CHAPTER VIII

YOUTH ORGANIZATIONS

Many cooperative vocational programs have, for a number of years, provided students enrolled in these programs with youth organizations that have become an integral part of their instructional programs. These organizations have provided opportunities for students to gain invaluable experience in group dynamics. These opportunities for personal development training would be very difficult to provide in other ways, if not impossible. Every cooperative program should provide organized youth activities for its members.

The general purposes of these organizations are as follows:

1. Provide opportunities for development of leadership through active participation in civic, social and occupational pursuits.
2. To create and nurture an appreciation for the dignity of work.
3. To foster high standards of workmanship, scholarship, and ethics.
4. To provide recreation and fraternal relationships among members.
5. To encourage cooperative effort among students.
6. To encourage broader educational experiences.
7. To promote a better school and community spirit.
8. To develop a loyalty to the principles of representative government and respect for democratic ideals.

EXISTING VOCATIONAL YOUTH ORGANIZATIONS

There are several youth organizations that were created for and are a part of specific vocational areas. The ones that will concern the teacher-coordinator most are:

1. FUTURE FARMERS OF AMERICA (FFA)

This is the oldest of the vocational education youth groups and it is oriented to agricultural occupations. Vocational agriculture students from ages 14 to 21 are eligible for membership in this association. The FFA is an integral part of the instructional program in vocational agriculture.

It was organized in 1928 in Kansas City, Missouri, and it is the national organization of, by and for students enrolled in vocational agriculture under the provisions of the National Vocational Education Act. The FFA Motto - "Learning to do, Doing to learn; Earning to live; Living to serve."

2. FUTURE HOMEMAKERS OF AMERICA (FHA)

Future Homemakers of America is the national organization of girls and boys studying home economics in junior and senior high schools of the United States, Puerto Rico and in American schools overseas;

As an integral part of the home economics program, FHA provides opportunities for students to have additional experiences in planning and carrying out activities related to homemaking.

The overall goal of the organization is to help individuals improve personal, family and community living.

PURPOSES

1. To promote the joys and satisfactions of homemaking.
2. To strengthen the function of the family as a basic unit of society.
3. To encourage democracy through cooperative action in the home and community.
4. To become aware of the multiple roles of men and women in today's society.
5. To improve national and international relations.
6. To provide opportunities for decision-making and for assuming responsibility.
7. To involve youth with adults in individual and group activities.
8. To develop interest in home economics, home economics careers, and related occupations.

3. FUTURE BUSINESS LEADERS OF AMERICA (FBLA)

The Future Business Leaders of America is the national organization for all young adults in high school and postsecondary institutions enrolled in business programs.

Phi Beta Lambda is the national organization for all young adults in postsecondary institutions enrolled in business programs.

PURPOSES

The purposes of the Future Business Leaders of America and Phi Beta Lambda are to -

1. Develop competent, aggressive business leadership.
2. Strengthen the confidence of young men and women in themselves and their work.
3. Create more interest and understanding in the intelligent choice of business occupations.
4. Encourage young men and women in the development of individual projects and in establishing themselves in business.
5. Encourage young persons to improve the home and community.
6. Participate in worthy undertakings for the improvement of business and the community.
7. Develop character, prepare for useful citizenship, and foster patriotism.
8. Participate in cooperative effort.
9. Encourage and practice thrift.
10. Encourage improvement in scholarship and promote school loyalty.
11. Improve and establish standards for entrance into business occupations.

4. DISTRIBUTIVE EDUCATION CLUBS OF AMERICA (DECA)

DECA identifies the Program of Youth Activity relating to DE-Distributive Educations of America-and is designed to develop future leaders for **marketing and distribution**. The organization is non-profit, non-political, school centered and totally youth oriented. All Chapters are self-supporting, with members paying local, state and national dues. It is the only national youth organization operating in the nation's schools to attract young people to careers in marketing and distribution.

Distributive Education was first organized in 1937, but it was not until 1948 that various DECA chapters joined together and adopted the official name Distributive Education Clubs of America. At the time of this union, there were 17 charter states with a total membership of 793.

ITS PURPOSE AND OBJECTIVES

The purpose of DECA is to develop respect for education which will contribute to occupational competence, and to promote understanding and appreciation for the responsibilities of citizenship in our free, competitive enterprise system.

DECA objectives include:

1. Assisting state associations in the growth and development of DECA.
2. Providing awards and recognition for youths who demonstrate outstanding qualities in sales promotion, display, salesmanship, employee-employer relationships, advertising and good citizenship.
3. Encouraging students to participate in an organized school activity (DECA) thus giving them an opportunity to develop responsibilities of citizenship.
4. Giving members a chance to learn and serve as both leaders and followers, and offer the opportunity for state and national recognition that they might not have otherwise.
5. Maintaining DECA chapter activities as school-centered, thus contributing to the school's purpose of preparing well-adjusted, employable citizens.
6. Working with business interests to upgrade student employment with interested firms.

5. VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA)

The Vocational Industrial Clubs of America is the national youth organization serving trade, industrial, technical and health occupations students with leadership, citizenship and character development programs and activities.

Members in high school and post-secondary programs join VICA clubs for civic, educational, professional and social activities which develop social and leadership abilities. A student participates for personal development.

VICA programs emphasize respect for the dignity of work, high standards in trade ethics, workmanship, scholarship and safety.

VICA activities are supervised by the industrial education teacher and administered by school officials.

THE CONCEPT BEHIND VICA

VICA strives to develop the "whole student" - his social and leadership abilities as well as his skills - and prepare him for a responsible role in the community and in the labor market. Youths need opportunities, available to them through VICA, to develop motivation, respect for their capabilities, an understanding of their roles in the industrial community, an awareness of their roles as citizens and an opportunity to develop their leadership abilities.

ORGANIZING YOUTH GROUPS

The responsibility of getting a youth group organized and functioning properly, in many instances, is the responsibility of the teacher-coordinator. If and when this task becomes his, the teacher-coordinator must be prepared to do the job. Listed below are several procedures that have been used successfully by youth group sponsors:

1. Become thoroughly familiar with all phases of the organization. This may be done by procuring official manuals and guides and by requesting assistance from a particular state youth leader.
2. Introduce, describe and discuss the youth program with all prospective members. This could be done during several class periods.
3. Discuss the values of youth group organization with all prospective members.
4. After the election of officers, the president should appoint all committees deemed necessary by the group. A constitution committee should start working as soon as it has been appointed.
5. Try to get every member to work on some committee or with some activity going on in the group.
6. Work with the members and plan a program of work for a semester, preferably for a year.
7. Be consistent in holding well-planned meetings.
8. Constantly strive, with members, to improve the organization.

POSSIBLE OUTCOMES FROM PARTICIPATION IN YOUTH GROUPS

Well-organized and well-functioning organizations tend to produce certain desired outcomes. Some of these are listed below:

1. Development of leadership among students.
2. Establishment of common interests among students.
3. Prepares student for civic life.
4. Builds character.
5. Development of togetherness.
6. Development of proper attitudes.
7. Development of self-confidence.
8. Recognition and rewards for high achievement.
9. Provides wholesome competition.
10. Development of cooperation and dependability.

CHAPTER IX

ADULT EDUCATION

The adult program in Cooperative Education offers instruction to out-of-school youth and adults already employed or preparing for distributive occupations.

"Education for occupational competency is a lifelong process that starts when one acquires his first basic skills and concepts and ends when he leaves his last job. Much of the competency for occupational life is acquired outside the formal educational program, but for many individuals there is need for organized vocational education at successive stages . . . Educating persons in the labor market - youth and adults - to help them meet changes in their present jobs or prepare for new jobs is thus an important phase of the total program of vocational education."[1]

I. Identifying A Need For The Program

Before a program of adult education in Cooperative Education or any other field can be started the need for both program and content must be identified.

The educational needs of adults cannot be identified once and for all time. While some learning needs are basic and remain relatively stable given age groups, others change greatly according to economic conditions and other worldly reasons. Therefore, building a program is a continuous job.

Sound program building, then requires the continuous identification of adults' educational needs and interests. However, there is always the danger of making mistakes in identifying educational needs and interests. Needs that may seem obvious to a professional educator or to a social worker may not seem real to the adults in the neighborhood.

Skill in bringing adults into the process of identifying their educational needs and interests is an earmark of outstanding adult educators.

Probably the easiest way for adult educators to find out what adults want to learn is to be alert to their individual request for courses. Careful educators keep cumulative lists of all inquires and encourage the inquires to interest enough others to warrant starting the courses.

Request from businesses and community groups provide an excellent way of identifying adults' educational needs. Programs built upon such requests are ordinarily much larger than those catering merely to the expressed or implicit needs of individuals. Group requests by telephone, mail, or personal call are often based on considerable exploration and definition of adult interests. Usually they offer a ready-made group with definite motivation to participate in an educational activity designed to meet the request. This procedure saves the energy otherwise needed to form a group of people with allied interests. The requesting organization is often willing to help define needs further, advise on content, find readers, and assume other cosponsoring responsibilities.[2]

Another obvious way of finding out what adults want and need to learn is to ask them. There are several ways of doing this; however, results are sometimes disappointing. This can be done by the use of surveys, questionnaires, check lists, and direct inquires.

In program planning there is also a great need for studying systematic information about the community. This information may be obtained from census reports and many other sources. Some of the major items that adult educators should view include:

1. Educational levels of the potential public.
2. Ages
3. Family circumstances
4. Occupational Breakdown
5. Cultural Background
6. Socioeconomic Background
7. Geographic Location[3]

Advisory Committees

The use of advisory committees both general and specialized is a very strong way of identifying needs for adult education. These people are in a position to both suggest needs and be familiar with specific groups and numbers of people to participate in programs.

II. The Administration of Adult Education

As a criteria for being an administrator of an adult education program, there are a number of general requirements and concern that are a must. Among these are:

1. Demonstrated concern for Improved Quality of Living in the Community.[4]

   The adult education administrator must be actively involved by choice in the adult affairs of the community. He must have a real desire to see improvement in the community. He must have a close working relationship with adult groups of the community.

2. Voluntary Service Beyond Requirements of Employment.[5]

   The community service and participation of the adult learner is often more a labor of love than a financially profitable enterprise. There are often long hours of work required to get a program off the ground and help it to be a success.

General Functions of the Administrator

PLANNING OF PROGRAM

A. Planning elements of the program (developing, selecting and scheduling).
B. Organization of new activities (including experimental developments).
C. Meetings with advisory groups and interviewing key people in the economic, political, and educational structure of the community.
D. Fact finding and community needs surveys.

PROMOTION, PUBLICITY, INTERPRETATION AND PUBLIC RELATIONS

A. Preparation of newspaper and radio publicity.
B. Preparation and distribution of printed and mimeographed announcements.
C. Arranging for promotional radio and television programs.
D. Personal talks before local groups.
E. Appearances on radio and television programs.
F. Acting as discussion leader, moderator, etc. for other organization.
G. Preparation and display of exhibits.
H. Planning public meetings of "open house" affairs.
I. Interprelation of adult education program to public school staff.

RECRUITMENT AND CERTIFICATION OF STAFF

A. Search for qualified staff.
B. Interviewing perspective instructors.
C. Procuring teaching certificates.

GENERAL ADMISSION

A. Financial Matters.
B. Supplies and equipment.
C. Office Management.
D. Routine operations.
E. Special and Miscellaneous Activities.
F. Participation in local school system staff meetings.

TRAINING AND SUPERVISION OF PROFESSIONAL STAFF

A. Group in-service training sessions.
B. Individual conferences with instructors.
C. Preparation and review of training bulletins and materials.

COORDINATION AND COOPERATION WITH OUTSIDE ACTIVITIES

A. Consultant services in connection with adult education projects of other community organization.
B. Developing cooperative projects with other agencies.
C. Arranging special aspects of the public school adult program which require the cooperation of other agencies (e.g., Americanization, program for the aging.)

EVALUATION OF PROGRAM

A. Review and analysis of periodic reports.
B. Conferring with participants.
C. Survey and analysis of dropouts.
D. Periodic review of program.
E. Continuous studies of need (survey etc.).

PROFESSIONAL GROWTH

A. Attendance at state and national conferences.
B. Attendance and participation in workshop.
C. Reading professional materials.
D. Authorship.[6]

III. Advisory Committees

The popularity of advisory committees in adult education can be explained in a number of ways. They are popular with administrators of adult education because:

1. They provide advice not easily obtainable elsewhere.
2. They have important public relations potential.
3. They offer external support for policies.

Advisory committees are popular with labor and management because of the opportunity afforded to public officials before action is taken. They are approved by the public at large because of added assurance that the public's interests are protected.[7]

Functions of the Advisory Committee in Adult Education

1. Instructor Recommendation.
   The committee can recommend to the administrator, individuals who can serve as leaders or instructors in the adult education field.

2. Equipment Selection.
   Often lay persons who have had experience in the subject area are better able to recommend the purchase of proper equipment, or assist in its acquisition.

3. Curriculum Materials.
   Recommendations can be made by the committee on the most up-to-date materials that are needed in many areas.

4. Supplementary Information.
   Generally speaking committee members have an excellent overall view of the specific area of educational endeavor. Therefore, they are able to suggest supplementary information booklets, and other materials to be used in many cases of study.

5. Bibliographies and Surveys
   Advisory councels have been used to make necessary community surveys or compile bibliographies of materials on adult education.

6. Promotion.

There is need for promotion of cooperation between the home, business industry, civic groups and school. The best possible promotion any program can have is from those people who act as lay advisors.

7. New Programs.

To be most effective the advisory committee should expect to be consulted on the formation of new programs.[8]

IV. Curriculum

The development of a modern and dynamic curriculum is the greatest single challenge facing the administrator of an adult education program. It is also a matter of direct and indirect concern to all the adults, since opportunities for lifelong learning are a vital part of the fabric of living in a modern community.

The success of a community adult education program will, to a large degree, depend upon the knowledge and skill of the administrator in curriculum development. Considerable frustration and failure can be avoided by careful planned approach and be the utilization of accumulated knowledge.[9]

Essentials of Planning

The experience of many directors working over a long period of time in curriculum development indicates that program planning is:

1. A Group Job

The minds and energies of many people who are in intimate contact with the interest, needs, and resources of the community will turn out a better cooperative product than the individual director could possible provide by working alone.

2. A Long-term Job

Enthusiasm for a program often impels proponents to push for immediate action. Every class or service that is hurriedly started and folds up quickly may hurt the long term continuance of the total program.

3. A Dynamic Process

Continued evaluation and reappraisal of the program are essential. It is true here as elsewhere, nothing is a permanent as change. Any program that fails to adjust to people soon becomes stereotyped and unpopular.

4. A Complex of Details

Good program planning provides the proper instructional equipment, adequate meeting place arrangements most conducive to adult learning, a friendly social setting that will help direct the learners into the right opportunities. Adult learning is much more than a good pupil-teacher relationship. It involves good interpersonal relationships between members of the group and the entire program. Furthermore, a favorable attitutde of individuals, groups and organizations within the community helps to build a needed climate for a successful adult education program.[10]

V. Instructional Method.

One of the objectives of supervision in adult education is to improve the quality and effectiveness of classroom teaching. It is based on the idea that no teacher is perfect and that good teachers desire to become better teachers. Since adult classes are attended on a voluntary basis, the highest quality of teaching is essential to maintain a good program.

There are many types of instructional methods that can be employed to present the field of distribution to adults.

Types of meetings[11]

1. Institutes
2. Workshops
3. Seminar
4. Formal Class
5. Informal Discussion
6. Short Course
7. Lecture Series

Methods Within Meetings[12]

1. Formal or state presentations. All communication is in one direction
   a. Lecture or speech
   b. Symposium
   c. Panel discussion
   d. Colloquy

2. Discussion techniques
   a. Open discussion
   b. Co-leaders in group discussion
   c. Buzz sessions
   d. Leadership teams
      1. discussion leader
      2. process observer
      3. recorder
      4. resource
   e. Listening teams
   f. Role playing
   g. Dramatic skit
   h. Symposium forum
   i. Lecture forum
   j. Panel forum

3. Demonstration and Laboratory
   a. Method demonstration
   b. Result demonstration
   c. Laboratory procedure

4. Field trips and tours

5. Audio-visuals
   a. Chalkboards
   b. Bulletin boards
   c. Charts and graphs
   d. Flannelboards
   e. Motion pictures
   f. Slides
   g. Filmstrips
   h. Record player
   i. Tape recorders
   j. Television
   k. Overhead projector

Value of Audio-Visual Aids

A great deal of research has been done on the value of audio-visual aids. The results of this research prove conclusively that they are a decided help in learning when they are chosen wisely, and used properly. These are some of the ways that audio-visual aids may be of value in learning.

1. They help to give correct first impressions.
2. They stimulate interest.
3. They promote better understanding.
4. They supplement other sources of learning.
5. They add variety to teaching methods.
6. They make for economy of time.
7. They promote intellectual curiosity.
8. They tend to reduce verbalism or the repetition of words without knowing thier meanings.
9. They can give new concepts of things outside of the range of ordinary experience.

VI. Financing the program

Money for Cooperative Education Programs for adults in schools comes from a number of sources. It depends entirely upon the situation such as who is teaching the class, where the class is being held, where the equipment and supplies being used are obtained, and who is attending the class.

EXAMPLES

INSTRUCTORS

School full-time and part-time instructors are paid for with school funds, which are made available from state and federal moneys that came through regular state channels. These instructors must be used for teaching courses that are taken for credit. They may also teach non-credit courses in addition.

Outside part-time instructors can be paid from a number of sources. These include: fees collected from class members in the non-credit courses, special federal vocational funds, and industry. Industry can either pay for the instructor or actually furnish him.

FACILITIES

There are a number of possible sources of facilities. These locations include conference rooms in banks, motels, and stores. Usually there is no charge involved. However, when there is a cost, it is paid by either the company sponsoring the class or by fees collected from the membership.

EQUIPMENT AND SUPPLIES

Most equipment is usually furnished by the Department providing the training. Supplies can be obtained from one or more of the following sources: The Department providing the training, bought with fees collected, or bought with money furnished by industry.

VII. Facilities and Equipment

Most of the facilities and equipment are furnished by the school sponsoring the training.

Specific facilities and equipment will vary with the needs of the class offering.

Among the facilities usually needed are:

1. Lecture rooms.
2. Labs.
3. Offices.
4. Workroom and storage.
5. Adequate parking space with good lighting.

Equipment needed includes:
Full line of audio-visual equipment.

VIII. Discovering and Selecting Instructors

The quality and effectiveness of an adult education program depend upon the leadership of its teachers. Teachers can make or break a program. The task, of discovering and selecting competent leadership is one of the biggest that faces the adult education administrator.[13]

Characteristics of Good Instructors of Adults

The variety of backgrounds and experience of the persons enrolled in every class for adults makes it necessary for the teachers to have broader backgrounds of experience than are usually needed by teachers of regular daytime classes. In addition to their backgrounds of experience the teachers must also be skilled in using instructional techniques that have proven successful with adults. Teachers who have the required background of experience and the instructional skills and can meet the following requirements generally conduct classes that are successful and have strong holding power.

1. An understanding attitude toward their students. Leadership, tact, and patience are of great importance.
2. Mastery of their subjects - to this should be added breath of knowledge and experience in related fields. Practical application is an important factor when working with adults.
3. Ability to interest a group so students with a wide range in age, capacity, education and experience. Teachers of adults must continually adjust subject matter and instruction to meet those differences in their classes.
4. Physical Stamina to stand the strain of teaching one or two evenings a week in addition to a daily program, and of making the necessary preparation for teaching. Most instructors have already completed a day's work before beginning the evening school assignment.
5. A broad concept of the whole adult education program and its relation to the community.

Sources of Instructors

1. Regular full-time faculty.
2. Part-time faculty if any.
3. Lay specialist that are qualified to teach non-credit courses.
4. Faculty from other institutions.

Some Techniques for Discovering Instructors

1. By application
2. By suggestion
3. By recommendation
4. By personal injury
5. By observation and encouragement
6. Continuous survey of community resources. [14]

Selecting Instructors

This is a very important step and is the responsibility of the director to have the final say after receiving recommendations and checking qualifications. He must look at experience, teaching ability, knowledge of subject matter and may necessary certification. He can select through a formal process of application, interview, written statements, etc. or he can use a fairly informal system of varying type.

IX. COUNSELING WITH STUDENTS

Counseling with students is one of the most necessary and most time consuming jobs that any adult education administrator must perform. This is truly an everyday activity, especially in the fields of vocational education. The counseling of students covers the usual main topics that confront adult education counselors in general, such as:

1. Available programs for adult students
2. Requirements for entering such programs
3. Requirements for completion
4. Possible results or accomplishments and possible values of such results. [15]

The Adult Ed. programs like many others is often involved in the following additional activities:

1. Keeping student records on course work.
2. Scheduling courses in both credit and non-credit programs.
3. Discussing additional educational opportunities with students.
4. Discussing vocational problems and objectives with students.
5. Helping to place students on-the-job both full-time and part-time.
6. Making student on-the-job coordination visits to become familiar with student's employment demands and to discuss student's progress with supervisor.

Basic Principles

Anyone giving adults counsel concerning educational matters should be aware of the following evident characteristics of adult students:

1. The adult is a voluntary student.
2. He is almost certain to be a part-time student.
3. He frequently has heavy job, home, church and community responsibilities.
4. Often he has been away from school for some time.
5. If he is in his late twenties or beyond, he is likely to feel somewhat embarrassed when he first returns to an adult school.
6. He may have a bad or good school record which may or may not give an insight into his present abilities, but is is a sure bet that his record looms large in the mind of the adult when he "starts again."
7. Even when the adult makes light of what he is doing, the educator can be sure that he student really believes he has made a most serious decision.
8. No matter what course an adult may take, it is safe to assume that he believes it will fit into a specific part of his daily living; education to him is a very practical pursuit.
9. He is likely to differ widely in age, job, other experiences, motivation for study, and goals from other students in the group with which he is placed.
10. He is likely to take the information and counsel he receives for more seriously than young students in regular school programs.
11. He expects the answers he gets to be correct and to work. When they do not, he may quickly becomes indifferent or strong by critical and "drop the whole mess."

X. PUBLIC RELATIONS, PROMOTION, AND PUBLICITY

Adequate public relations, promotion, and publicity are vitally important in building a successful program of adult education. Most influences which ensure participation of children and youth in educational activities do not operate with adults. Compulsory attendance laws, attendance officers, and custom ensure the enrollment of practically all children of school age. Requirements for entrance to specific types of work and other socioeconomic pressures carry most youth through high school and a smaller number through college.

In contrast to the widespread belief in free education for children and youth, there is not general sentiment in favor of adult education. A negative feeling is more likely to be found, particulary among the educationally underprivileged and among those who live in isolated regions. In some communities a majority of adults of low educational background may be timid and hesitant about enrolling in educational activities because they are ashamed to admit their deficiencies. These circumstances call for a particularly sensitive and skillful kind of promotion.

At any given time only a minority of adults feel a strong need for education and even fewer feel the need keenly enough to spend any considerable amount of energy hunting for it. Others who want education fail to find the kind they want, either because they are inept at looking for it or because it is unavailable. Inevitably, too, vocational and family responsibilities and many other interests are competing for attention. If an adult program is to thrive in competition with these interest, it must be promoted. New programs with good leadership may fail to materialize or may struggle along weakly because of ineffective and insufficient promotion. Established programs may coast along previous reputations for a while with minimum publicity, but if new programs or expanded features of old programs

are to succeed, the public must be made aware of them. 16

There are a number of excellent methods of promoting a total adult education program, one area of the total program and a single course within the area.

Promotion must be a continuous process. The adult administrator has a large number of methods at his disposal.

PROMOTIONAL METHODS

1. Face-to-face oral communication
   a. To individuals
   b. To groups such as civic clubs, association meetings, school meetings.

2. Mass Media
   a. News papers to promote programs and to give a summary of the results at the conclusion of the program.
   b. Bulletins and pamphlets. Every program should have promotion material for distribution, outlining program areas and courses. These can be handed out at meeting and posted for pickup distribution at the meeting place and other areas.
   c. Radio and Television offer important opportunities for promoting adult education. The public service responsibilities of commerical stations make them receptive to cooperation with public adult-education agencies. The stations will usually make spot announcements and often cut tapes.

3. Direct Mail
   a. The mailing of letters, bulletins, and pamphlets to groups, business firms, and individuals is effective both as a promoter and a reminder.

4. Promotion by Advisory Committees
   a. This is one of the important functions of advisory committees. If they help plan the program and are behind it, they are usually willing and able to help promote it.

5. Promotions Within The Institution
   a. The key technique here is to see the administration on the program, so that they can help to promote it also.
   b. Use students as promotional agents.

XI. EVALUATION

Evaluation is one of the most difficult and one of the most important tasks facing the director of and adult education program. Any attempt to assess the results is difficult enough, but evaluation of a complex program of lifelong learning is several times more difficult and, therefore, frequently neglected. Yet, constant evaluation of the total program is necessary if it is to experience continuous and secure growth. 17

Although evaluation comes last in the sequence of steps that constitute the thinking and educative process–definition of the problem, data gathering, analysis, decision, action, and evaluation–it should not be looked upon as a final event. Instead, evaluation should promote the entire program of adult education and function as an integral part of the total educative process. It should never be omitted. Ideally, evaluation is a continuous process, but specific data-collecting and apprasial points occur. Results at every stage, from changes in an individual to the progress of the entire program, should be evaluated. The plan for evaluation should provide for appraisal of the total program and of each important element in it.

METHODS OF EVALUATION

1. Have students fill out a questionaire evaluation sheet at the end of each class.
2. Survey employment results of those who have completed classes or have graduated.
3. Interview and hold conferences with individual students.

Although all phases of the program need to be evaluated most emphasis is usually put on final outcomes or end results and promotional activities.

Evaluation of Promotional Activities

By keeping a promotional calendar, a clipping file or a scrapbook, in addition to other simple records, a director can systematically accumulate the data basic to appraisal of his promotional activities. Thoughtful answers to such questions as these will begin to indicate wherein promotion may be improved: 18

1. Are promotional activities an integral part of a larger program designed to involve people in lifelong learning?
2. To what extent are promotional activities well planned?
   a. Is promotion continuous and systematic?
   b. Is a promotion calendar used to ensure proper sequence and timing?
3. Is promotion sufficiently intensive?
   a. Are enough well-chosen modern media of communication used?
   b. Is coverage of the desired population adequate?
   c. Are sufficient personal and group contacts maintained?
   d. Is the school staff throughly acquainted with available adult education activities?

Results Expected from Promotion

1. To make the community aware of opportunities for adult learning.
2. To convince the public of the merit of the program.
3. To make the promotion economical. 19

Evaluation can be of real value to the director if it is studied and put to good use. However, if it is done just as the proper thing to do and the results are quickly filed away, it will be of little value.

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[12]*Ibid.*, p. 51.

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[14]*Ibid.*, p. 89-90.

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[18]*Ibid.*, p. 360.

[19]*Ibid.*, 360-361.

CHAPTER X

PROVIDING FOR RESEARCH IN COOPERATIVE VOCATIONAL EDUCATION

Provisions for research activities in Part C of the 1968 Vocational Education Act apply to cooperative vocational education as a part of the total program. There are also special provisions for research in Part G of the Act that apply to programs supported by Part G funds. In general, the purposes of research are (1) evaluation, which leads to identification for existing practices; and (2) organized change and the development of new methods and practices to achieve the desired outcomes. Whereas the 1968 legislation stated that cooperative vocational education should be extended to individuals who were not being served under the exisiting programs and expanded to include training for new and different occupational fields, it became obvious that research was needed to determine effective approaches in achieving these purposes. The impetus for getting research projects started in cooperative vocational education must come from personnel in the field who express the need for information available through research and who have ideas for program improvement.

Research

1. **Research is needed to improve effectiveness and efficiency of existing programs and to develop viable instruction for new occupations and additional groups of students.**
2. **Cooperative vocational education personnel must participate in identifying research needs and ideas for program improvement.**
3. **Part C of the 1968 Amendments provides for reimbursing States for research costs. Fifty per cent of the allotments to States are controlled by State boards and the remaining 50 percent is disbursed by the U.S. Office of Education.**
4. **Research funds are available under Part G for research activities connected with cooperative vocational education programs funded under Part G.**
5. **Research coordination units in each State are available to advise local schools on research and development projects and to help in conducting project for improvement of programs.**

Possible Areas of Investigation and Program Development[1]

Participants at the National Conference on Research, held at Oklahoma State University, February 1969, suggested some critical areas for vocational education. These are listed below along with some specific areas related to cooperative vocational education.

1. The methodology of curriculum development
   a. What occupations should be taught through cooperative education?
   b. What competencies should be developed through related instruction? or clusters of competencies?
2. The formation of broad manpower policies
   a. What percentage of training needs can be met through cooperative education?
   b. What are the obligations of business and industry to provide occupational training?
   c. How can labor organizations contribute to programs?
3. The relative efficiency of various organizational structures
   a. What types of organizational structures are most effective for cooperative vocational education?
   b. What are the advantages of grouping by occupational fields or by student characteristics?
4. Building curricula for the disadvantaged
   a. What related instruction is needed by selected groups of disadvantaged students?
   b. What patterns of curriculum organization are most effective for certain groups of disadvantaged students?
5. Teacher education processes
   a. What kinds of occupational experience provide best preparation for teacher-coordinators?
6. Student selection procedures and devices
   a. Who benefits from cooperative vocational education?
   b. When is a student ready for on-the-job experiences?
7. The development of an information system which will keep practicing teachers up to date.
   a. Production of individual study materials for specific occupations.
   b. Dissemination of information on new and emerging occupations and relevant capabilities and competencies needed.
8. The indexing of staff and personnel throughout the State who are competent in research techniques
   a. Identification of personnel who know cooperative vocational education and are qualified for research work.
   b. To whom can teacher-coordinators go for assistance in research?
9. The extent of vocational education in the private sector
   a. What industries or businesses are participating in cooperative vocational education?
   b. What occupational competencies are being taught on the job?

These and other questions must be answered in the search for improved practices in cooperative vocational education. Research coordination units and professional research personnel in State agencies can provide services to facilitate research projects when practitioners make known their critical needs.

Sources of Research Funds[2]

U.S. Office of Education. Part C of the 1968 Vocational Education Amendments contains provisions for reimbursing the States for research in vocational education. It also authorizes the United States Commissioner of Education to make grants and contracts with institutions of higher education, public and private agencies and institutions. State boards, and local schools for fifty percent of the sums available to each State. These funds may be used for purposes such as the following:

1. Research
2. Training programs to familiarize practitioners with research findings and results of effective pilot and demonstration projects
3. Experimental, development and pilot programs
4. Demonstration and dissemination projects
5. Development of new vocational education curricula
6. Projects in the development of new careers and occupations
   a. New careers in mental and physical health, crime prevention and correction, welfare, education, municipal services, child care and recreation
   b. Improved methods of involving public and private sectors in training
   c. Evaluation of programs for training, development and utilization of public service aides.

Local schools may apply for grants and contracts to conduct research for cooperative vocational education by submitting proposals to the U. S. Office of Education through their State Boards.

State Boards for Vocational Education. The remaining 50 percent of the sums available to each State for research and training are set aside for distribution by State boards for vocational education and used for (1) costs of State research coordination units; (2) grants and contracts for projects recommended by the research coordination units and the State advisory councils. Local schools who wish to obtain this kind of research support should seek the advice and help of the State Research Coordination Unit. Priorities are likely to be given to projects which have implications for meeting the special vocational education needs of youths in economically depressed communities who are disadvantaged to the extent that they have not been able to succeed in or benefit from existing programs.

Additional funds are available through State boards for evaluation and program development as a part of ancillary services in Parts B and G of the Act. Research and evaluation activities connected with cooperative vocational education programs may be supported with Part G funds.

Formulating a Plan for Research in Cooperative Vocational Education[3]

It is essential that States and local schools participate in research activity designed to improve cooperative vocational education. Local Plans, as well as State Plans, should contain provisions for the research and development deemed necessary by teacher-coordinators and other cooperative units in formulating a plan for research, in the development of proposals, and in conducting projects. With research evidence teacher-coordinators have a sound basis for adopting unique methods, extending programs, and justifying expenditures.

SUMMARY

The 1968 Vocational Education Amendments make extensive provisions for maintaining and improving cooperative vocational education by authorizing funds to be used for ancillary services. Before there can be any substantial growth in the number of students served and new kinds of programs developed, addtional personnel must be identified and trained. More supervision and leadership are needed to direct the kinds of comprehensive programs that are envisioned. In-service personnel must be trained for new responsibilities and program improvements, as well as to keep their teaching up-to-date with rapid changes in the world of work. Curriculum materials must be developed and made more readily available to provide better related instruction for students. More research and evaluation are needed to give direction to program planning and improvement of practices. In order to give students better occupational preparation, and to extend cooperative vocational education to more individuals, local schools, State boards and other agencies involved in program development must give primary considerations to ancillary services.

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[1]*A Guide for Cooperative Vocational Education*, College of Education, Division of Vocational and Technical Education, University of Minnesota, Minneapolis, Minnesota, 1969, p. 112.

[2]*Ibid.*, p. 114.

[3]*Ibid.*, p. 115.

APPENDICES

APPENDIX I

FUNCTIONS OF A CO–OP TEACHER–COORDINATOR

CO–OP TEACHER–COORDINATOR ----- **CONTINUES PROFESSIONAL DEVELOPMENT**

TEACHING	GUIDANCE	COORDINATION ACTIVITIES	PUBLIC RELATIONS	OPERATION & ADMINISTRATION
Prepares and revises materials	Develops overall guidence plan for his school	Makes community survey	Explains co-op to business, civic and school groups	Plans a well rounded program of work
Teaches co-op high school students	Explains co-op program to students, parents and school officials	Selects or approves training stations	Participates in local community functions	Arranges for adequate classroom facilities
Evaluates the results of his teaching	Screens students for co-op program	Coordinates classroom activities with on-the-job work experience	Plans and prepares publicity	Secures and trains adult instructors
Maintains teaching content resource files	Selects students for co-op program	Evaluates student progress on-the-job with employer	Takes part in extra-curricular activities and other school duties	Plans a budget for adult classes
Prepares a training plan for each student	Places high school co-op students in appropriate training agencies	Makes on-the-job coordination and home visits	Keeps in direct contact with school principal, superintendent, parents and business community	Supervises co-op youth leadership program
Provides for classroom participation experiences for students	Councils with co-op students	Provides for on-the-job participation experience for students	Arranges and directs special events related to the co-op program	Sets up and works with advisory committees
Plans yearly, monthly, and weekly teaching calendars as well as daily lesson plans for classroom activities	Acts as a training consultant	Gives needed information and training to "Downtown Teachers," the job of the students		Supervises coordinators-in-training from colleges
	Follows up on student progress			Sets up budgets and plans for expansion
	Works with school guidence counselor			Prepares necessary reports
				Conducts practical research

APPENDIX 2

SAMPLES

STUDENT ID

STUDENT IDENTIFICATION
Not valid unless photo
is fastened here.

This is to certify that

_____

is a co-op student at

_____

____Age ____Grade

_____

Work Time

_____

Signature of Teacher

CARD OF INTRODUCTION

Date_____

To: _____
(Business Firm)

This is to introduce _____
(Students Name)

a _____ Student
(Name of Program)

at _____ High School.
(School Name)

He/She is applying for a job with your firm.

_____
Signature

APPENDIX 3

SAMPLE

COMMUNITY SURVEY FORM

Training Station _____

Location _____

Manager _____ Date _____

Rate the following:

I. Training Station

1. Working conditions: _____

_____

2. Atmosphere: _____

_____

3. Pay rate (per hour): _____

_____

4. Respectability in community: _____

_____

5. Hours of work: _____

_____

6. Attitude and appearance of employee: _____

_____

7. Accessibility to school: _____

_____

General Comments: _____

_____

II. General Aspects

1. Location in community: _____

_____

2. Special requirements for hiring: _____

_____

3. Special training offered by business: _____

_____

4. Hours firm is open: _____

_____

5. Special training needed: _____

_____

6. Preference for male or female: _____

_____

7. Preference for college or high school student: _____

_____

Your evaluation of training station; include strengths and weaknesses: _____

_____

_____

_____

III. Would you place a DE student trainee in this station? Give reasons.

_____

_____

_____

_____

_____

SAMPLE

COMMUNITY SURVEY FORM

_____
(Name of Business)

_____
(Address) (Phone)

_____
(Person Interviewed) (Title)

1. Do you have difficulty in obtaining trained personnel?

   Yes _____ No _____

2. Do you have openings for trained: (Indicate Number)

   Part-time employees? Yes _____ No _____
   Full-time employees? Yes _____ No _____

3. Will you employ trained vocational-technical institute graduates?

   A. Yes _____ Possible _____ No _____ (list actual comments on reverse side with any special employment factors).

   B. Number of Students:

      Male _____ Female _____

   C. Types of jobs available:

      1. _____ 2. _____
      3. _____ 4. _____
      5. _____ 6. _____

4. Will you have future need for a trained career minded person in your Business?
   Yes _____ No _____

   If yes check numbers and state when:

	Part-time	Full-time	Male	Female
Office Positions	_____	_____	____	_____
Sales Positions	_____	_____	____	_____
Technicians	_____	_____	____	_____
Repairmen	_____	_____	____	_____
Craftsmen	_____	_____	____	_____

APPENDIX 4

STUDENT'S WEEKLY PRODUCTION REPORT

EXPLANATION:

This form is to be filled in by the student day by day and returned to the Distributive Education coordinator each week.

Student _____ Company _____

From _____ To _____

Day of Week	Department	Type of Work done	Hours Worked	Sales or Major results
Sunday				
Monday				
Tuesday				
Wednsday				
Thursday				
Friday				
Saturday				
Total				

Store Supervisor's Signature

_____

APPENDIX 5

END OF YEAR CHECKLIST

	Underway	Completed
1. Applicants for next year's enrollment interviewed, counseled, and notified.	_____	_____
2. Cooperative experience placements tentatively established.	_____	_____
3. Project and field experience planned and cooperation of empioyers assured.	_____	_____
4. Occupational placement of this year's graduates confirmed.	_____	_____
5. Student records including participating experience records up-to-date.	_____	_____
6. Follow-up study of previous year's graduates conducted or planned.	_____	_____
7. Instructional and resource material returned to library, business, or other sources.	_____	_____
8. Films and instructional material for next year ordered.	_____	_____
9. Reports and other information on advisory committee up-to-date and on file.	_____	_____
10. Evaluation reports on staff completed and on file.	_____	_____
11. Evaluation reports on program completed and on file.	_____	_____
12. Departmental records current and completed.	_____	_____
13. Reports to institution's administration completed and returned.	_____	_____
14. Reports completed and returned to vocational director or state office.	_____	_____
15. Program of work, development, and research activities, prepared for next year.	_____	_____
16. Annual report prepared and disseminated to appropriate persons.	_____	_____

APPENDIX 6

CHECKLIST OF CRITERIA FOR RATING THE COOPERATIVE VOCATIONAL EDUCATION PROGRAM

Name of Teacher-Coordinator _____

Name of School _____

Total school enrollment at present _____

Present program enrollment: Male_____ Female _____ Total _____

Number of years the school has operated the program _____

INSTRUCTIONS FOR USE OF THE CHECKLIST

This checklist of criteria for rating a cooperative vocational education program consists of statements of provisions, conditions, or characteristics that are found in quality programs. Some may not be necessary, or even applicable, in every situation. If any important features or procedures are omitted in the printed materials, they should be added in the appropriate sections. The statements should accurately and completely portray the program, facilities, and practices of the school, thus providing the factual background for the evaluation.

Rate each item using your best judgment and all available evidence. The suggested key for rating each statement is:

0 - Does not apply: The provisions or conditions are missing but do not apply, or they are not desirable for the students of the program, or they do not conform to the school's philosophy and program's goals.

1 - Excellent: The provisions or conditions are extensive and are functioning excellently.

2 - Satisfactory: The provisions or conditions are moderately extensive and are functioning well.

3 - Needs improvement: The provisions or conditions are limited in extent and functioning poorly; or they are entirely missing but needed.

Part I

ORGANIZATION OF THE PROGRAM

( ) A clearly written statement of objectives has been developed for the program.

( ) Objectives have been developed through the cooperative efforts of employers, educators, and students.

( ) The school adminstrators and faculty members have been given a clear concept of the place of this program in the total educational system.

( ) Standards for the operation of the program have been developed and accepted by those involved in the operation of the program.

( ) The teacher-coordinator checks to see if practices meet standards which have been developed.

( ) A clear cut assignment of functions and duties has been given to all persons concerned with the program.

( ) An advisory committee representative of all groups interested in the program has been formed and its advice is used in the operation of the program.

( ) The teacher-coordinator is allowed sufficient time for coordination activities.

( ) Provision is made for a student club program.

( ) School credit is given for the occupational experience of students in training stations.

( ) Clerical help is available to the teacher-coordinator.

( ) A record keeping system has been designed to meet the needs of the program.

( ) Funds are provided for the travel expenses of the teacher-coordinator, including meetings called by the West Virginia Department of Education.

( ) Department of Education staff help in the continued development of the program.

Part II

STAFF MEMBERS

( ) The teacher-coordinator meets the **West Virginia State Plan for Vocational Education** credential requirements.

( ) The teacher-coordinator maintains membership in at least one local civic organization such as the chamber of commerce or a luncheon club.

( ) The teacher-coordinator is considered a well-informed, professional teacher by the community.

( ) The teacher-coordinator participates in conferences, workshops, inservice programs, professional organizations, and other activities contributing to professional growth.

( ) The teacher-coordinator serves as advisor to the student club program.

( ) The teacher-coordinator plans and carries out research resulting in the constant improvement of the program.

( ) The teacher-coordinator is respected by the students and faculty.

Part III

SUPPORT OF THE SCHOOL

( ) Vocational education is accepted and acknowledged as a desirable and essential function of the school.

( ) The program is accepted as an integral part of the total school curriculum.

( ) The school administrators take an active and interested part in the operation and evaluation of the program.

( ) Teachers and other staff members cooperate with the teacher-coordinator in the operation of the program.

( ) A budget is provided for the purchase of instructional materials and equipment.

( ) Assignment of building space and facilities is sufficient to carry on the program.

( ) School Administrators check with employer representatives, faculty members, community groups and students relative to the effectiveness of the program.

( ) The school administration and the teacher-coordinator use the services of the state department in evaluation and in improving the program.

Part IV

SELECTION AND GUIDANCE OF STUDENTS

( ) Prospective students are given a clear understanding of the purposes and nature of the program before they are enrolled.

( ) Experienced counselors help each student in determining his aptitude, interest, and ability to profit from the program.

( ) The teacher-coordinator arranges for the collection of occupational information regarding occupations.

( ) Minimum age, grade, and other standards have been developed and must be met by students before they enroll in the program.

( ) Students may enroll in the program and also meet graduation requirements.

( ) The teacher-coordinator determines the final selection of students who are recommended for the program.

( ) The teacher-coordinator has a definite part in the performance of the guidance functions in the school.

( ) A cumulative record is kept on each student.

( ) Periodic individual conferences are held with each student concerning his general progress in the school.

( ) Provision is made for parents to contact the teacher-coordinator when needed.

( ) Definite provision is made for checking on each student's progress in school.

( ) Former students are followed up to find how additional adjustments can be made in the program.

Part V

PLACEMENT OF STUDENTS IN TRAINING STATIONS

( ) A written statement has been prepared outlining the criteria by which training stations are selected.

( ) The teacher-coordinator contacts employers and sets up training stations for all students in the class.

( ) Employers provide training stations throughout the entire school year rather than for just seasonal employment.

( ) Students who already have part-time jobs are admitted to the program after the training station is approved by the teacher-coordinator.

( ) The teacher-coordinator checks conditions under which students work to see that they are in accordance with state child labor laws.

( ) Students are regularly employed for a monetary wage at a rate comparable to that paid other employees for similar work.

( ) Pay schedules provide for gradual increases throughout the training program.

( ) Training stations may provide an opportunity for full-time employment after students complete school.

( ) Instruction in how to apply for a job is given before students are referred to prospective employers.

( ) Before students are considered permanent members of the program, they must be accepted for employment in a training station.

( ) Training sponsors are appointed by employers for each student.

( ) Students are rotated and given a variety of training station learning experiences.

( ) Employers and training sponsors are informed of the progress made by students in their school work.

( ) Training sponsors make periodical ratings and reports on each student's progress at the training station.

( ) The teacher-coordinator assists training sponsors in evaluating the training station progress of students.

( ) The teacher-coordinator develops new training stations continuously.

Part VI

COORDINATION AND PUBLIC RELATIONS

( ) The teacher-coordinator plans his coordination time and develops a schedule which is followed to a reasonable extent.

( ) Coordination time is used only for coordination purposes.

( ) The teacher-coordinator observes all students at their training stations a minimum of once each month.

( ) Coordination calls are made by the teacher-coordinator ot the employers of students at least once a month.

( ) Labor union regulations are followed in the placement and training of students.

( ) The teacher-coordinator uses the information from coordination activities to help in adjusting problems that arise relative to the program.

( ) The program is publicized periodically in community and school newspapers.

( ) The teacher-coordinator has a mailing list of all interested persons who receive information on program activities and progress.

( ) All students who are eligible enrollees are acquainted with the program.

( ) Students appear before community groups and help in the development of public relations for the program.

( ) The students sponsor joint-employer-employee dinners and other such activities.

( ) Parent groups have been acquainted with the program.

( ) The teacher-coordinator is conscious of the value of publicity at all times and makes an effort to keep the school and community informed of the progress of the program.

Part VII

CURRICULUM ORGANIZATION AND INSTRUCTION

( ) A related instruction class has been designed for students entering the program.

( ) The instructional content is correlated whenever possible with the training station experiences of students.

( ) The teacher-coordinator teaches the "control class."

( ) The teacher-coordinator either teaches or helps plan other courses which are related to the student needs.

( ) Follow-up studies of graduates are used to guide curriculum revision.

( ) Provision is made for individual study in the "control class."

( ) Standards of achievement demanded in the classroom are comparable with those of beginning workers.

( ) Instruction is provided to each student related to his specific job and career objective.

( ) Adequate records of student progress are available, and they are used in developing the instructional program.

( ) Audio and visual aids are used whenever such techniques will make the activities more meaningful to students.

( ) Opportunity is provided for field trips.

( ) Students are encouraged to and do contribute instructional materials, information, and other aids.

( ) The teacher-coordinator periodically evaluates the classroom instruction.

( ) Students participate in the evaluation of their own achievement.

( ) Resources of the community are used.

Part VIII

CLASSROOM FACILITIES AND LIBRARY

( ) The classrooms are of sufficient size to meet instructional needs.

( ) The classroom is equipped with proper equipment needed for the type of instruction being provided.

( ) The room has adequate blackboard and bulletin board space.

( ) Storage facilities are provided for materials and supplies.

( ) Suitable office space is provided the teacher-coordinator for counseling purposes.

( ) The room is equipped with book shelving and files.

( ) All equipment is maintained in good working condition.

( ) Textbooks are available for reference in the classroom covering the materials needed by each student.

( ) A good system of cataloguing and filing for instructional materials has been developed and is used.

( ) Instructional materials are constantly kept up to date.

( ) Instructional materials used are continuously evaluated on the basis of student needs.

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